

Andover Mass.--Government--
School Committee Report

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Andover, Mass

SCHOOL DAYS SCHOOL DAYS



ANNUAL REPORT OF THE SCHOOL COMMITTEE — ANDOVER, 1967

*dear old golden rule days
readin, riten & rithmetic,
taught to the tune of a hickory stick
you were my gal in calico
i was your barefoot, bashful beau
as i wrote on your slate
i love you so
when we were a couple of kids*

Andover
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And

MAR 1 1968

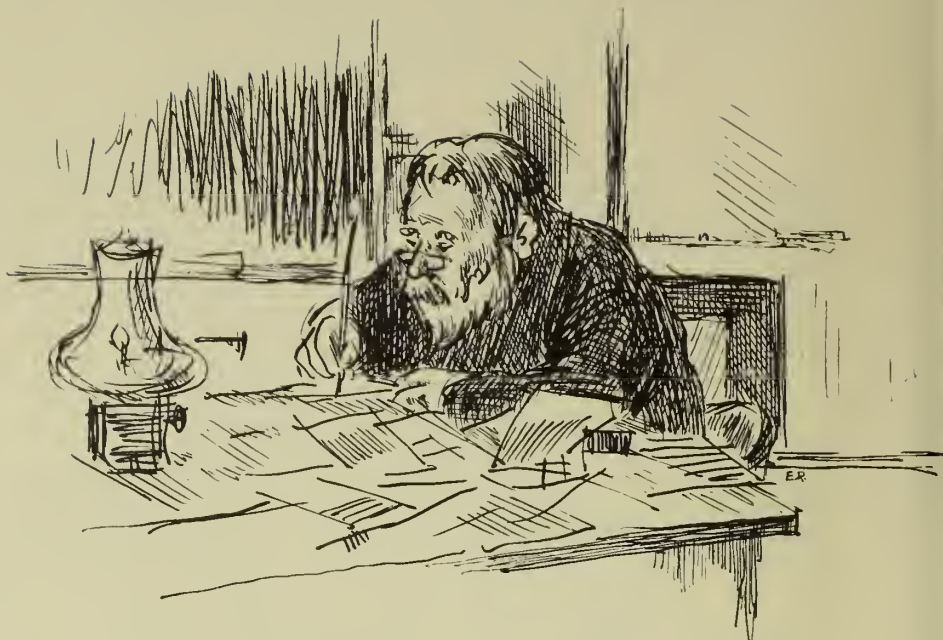
ANUAL REPORT 1967



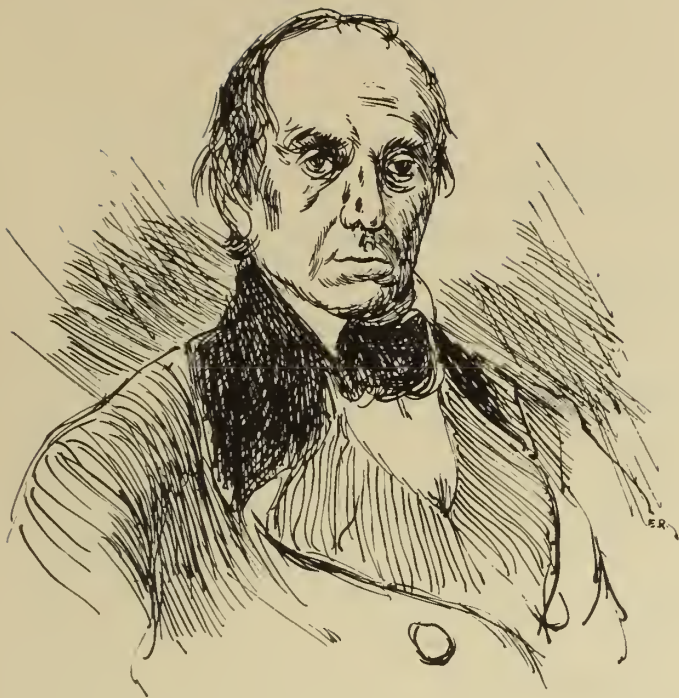
OF THE SCHOOL COMMITTEE

TOWN OF ANDOVER MASSACHUSETTS

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SCHOOL COMMITTEE

SCHOOL COMMITTEE

	Date First Election	Term Expires
William A. Doherty 15 Chestnut Street	1931	1970
Mrs. R. Milton Cole 268 Highland Road	1965	1968
Dr. Louis J. Galbiati, Jr. 11 Cedar Road	1965	1968
Frederick P. Fitzgerald 95 Central Street	1966	1969
Dr. Richard A. Katz One Strawberry Hill Road	1967	1970

SCHOOL COMMITTEE MEETINGS

The first and third Tuesday of each month excepting the months of March and August, at 7:30 p.m. in the School Committee Room at the Central Elementary School.

Edward I. Erickson	SUPERINTENDENT OF SCHOOLS	28 Foster Circle
	ASSISTANT SUPERINTENDENT OF SCHOOLS for the ELEMENTARY GRADES	
Vaughn I. Clapp		81 Cross Street
Jack Berberian	SUPERVISOR OF GENERAL SERVICES	259 Lowell Street
	TRUSTEES OF PUNCHARD FREE SCHOOL President: Rev. J. Edison Pike Secretary-Treasurer: Harry Sellars	
Rev. J. Everett Bodge Arthur W. Cole Fred W. Doyle		Rev. Norman E. Dubie Dr. William V. Emmons Malcolm J. Ruhl

DIRECTOR OF GUIDANCE

William J. Igoe

25 Vine Street

DIRECTOR OF PHYSICAL EDUCATION AND ATHLETICS

Donald D. Dunn

9 Sutherland Street

DIRECTOR OF CAFETERIA

Mrs. Florence McGrath

4 Florence Street

SCHOOL PHYSICIAN

Dr. John J. McArdle, Jr.

47 Central Street

SCHOOL NURSES

Mrs. Frederick C. Eastman, R.N.

103 Abbot Street

Mrs. William Long, R.N.

182 Summer Street

Ruth Westcott, R.N. (Head)

78 Summer Street

SCHOOL DENTIST

Dr. Frank Himmer

1 Windsor Street

SCHOOL DENTAL HYGIENIST

M. Augusta Breck, R.D.H.

26 Eleventh Ave., Haverhill

Mrs. William H. Daley, R.D.H.

136 Ferry Street, Lawrence

SCHOOL VISUAL CONSULTANT

Dr. William V. Emmons

9 Locke Street

ATTENDANCE OFFICER

William F. Tammany

116 High Street

REPORT OF THE ATTENDANCE OFFICER

William F. Tammany

I hereby submit my annual report as Attendance Officer for the Andover Public Schools for the year 1967:

Truancies reported	40
Truancies investigated	40
Actual truancies	33
Visits to homes	19
Out-of-town truants picked up (Lawrence)	3
Visits to Industrial Plants	1
Cases prosecuted in Lawrence District Court	3
Truants committed to Essex County Training School	2

SCHOOL CALENDAR

January 2, 1968, Tuesday	Schools resume
February 16, Friday	Schools close at end of day for vacation
February 26, Monday	Schools re-open
April 11, Thursday	Schools close at end of day for vacation
April 22, Monday	Schools re-open
June 21, Friday	Schools close

TENTATIVE

September 5, Thursday	Fall sessions begin
November 27, Wednesday	Close at noon for Thanksgiving
December 2, Monday	Schools re-open
December 20, Friday	Schools Close at noon for Christmas
Schools Not in Session On the Following Days	
March 27, Teachers' Convention	September 3 and 4, Teachers Work Days
April 12, Good Friday	
May 30, Memorial Day	November 11, Veterans' Day

School Cancellations

It will be the policy of the School Department to close school only in case of extreme weather or travel conditions; otherwise, to hold regular sessions. The widely varying conditions in the several parts of Andover make it difficult to reach decisions equally fair to all.

PARENTS ARE URGED, THEREFORE, WHEN SCHOOLS ARE OPEN ON STORMY DAYS TO EXERCISE THEIR PERSONAL JUDGMENT AS TO THE WISDOM OF SENDING THEIR CHILDREN TO SCHOOL

Parents and pupils are requested to refrain from telephoning the Fire Department, Police Department, and the School Department offices to inquire concerning the school sessions. Parents are urged to wait for the announcement to be made or the signal given.

NO SCHOOL SIGNAL

(FIRE DEPARTMENT WHISTLE)

7:00 A.M. No School—All Grades—All Day

7:45 A.M. No School—Grades K-6—All Day

12:30 P.M. No Afternoon Sessions—Grades K-6
ANNOUNCEMENTS CANCELLING SCHOOL SESSIONS WILL BE MADE OVER RADIO STATIONS WBZ, WLLH, AND WCCM.



ENTRANCE REQUIREMENTS

1. Children entering kindergarten must be five years old on or before January 1 of the current school year.
2. A successful vaccination before admission is required.
3. A copy of the child's birth certificate is required.
4. First Grade—to be admitted to the first grade a child must be six years of age on or before January 1 of the current school year.

Philosophy

ANDOVER SCHOOL COMMITTEE

The greatness of a nation may be manifested in many ways—in its purposes, its courage, its moral responsibility, its cultural and scientific eminence, and the tenor of its daily life. Ultimately the source of its greatness, however, is in the individuals who constitute the living substance of the nation. It is the primary responsibility of the educational system to deal with the individual.

In order to effectively fulfill this responsibility the Andover School Committee places special emphasis on the recruiting, retaining and effectiveness of a well-qualified professional staff; developing and administering a curriculum designed to satisfy the educational needs of all students; and providing adequate physical facilities in which to conduct the educational program.

Furthermore, the Andover School Committee places emphasis on the promotion of good citizenship reinforcing and supplementing the work of the home and church in developing men and women who will participate intelligently in the life of our country.

It shall be the policy of the Andover School Committee to promote education which is intellectually stimulating with the highest possible level of academic and vocational achievement. The School Committee shall provide education that develops citizenship, mental health, and the ability to live effectively with others. With such guide-lines, the Andover School System will continue to perform well its mission as the major social institution for helping youth become responsible adults.

STATEMENT OF THE SCHOOL COMMITTEE

To The Citizens of Andover

The year 1967 has been the year of the greatest changes in the history of the public school system. Perhaps the biggest change is that of living with and trying to work out the many problems in collective bargaining which began the previous year. As this report is being written, the matter of negotiations with the teachers is at a standstill and the Andover Education Association which is representing the teachers has filed for fact-finding. Coming to terms on salary matters does not seem to be the main problem. It is more a matter of working conditions. Whatever the results may be the School Committee and the Town must realize that things will never be the same again. No longer will Finance Committees and representatives of the Taxpayers Association pressure the School Committee to hold the line and keep the salary scale down, such action as took place in the depression years of the early 30's when the School Committee voted (unwillingly as it was) to cut the teachers' salaries is now but a matter for historic story telling.

While completing one year and in preparing a budget for the next, the School Committee looks back on the year of the greatest development and expansion with eighty new teachers added to the system of which fifty were to serve in the expansion of the system and the remaining thirty to replace those who retired from the system during the year for various reasons.

The year has seen the new High School building nearly completed with the hopes of moving in after the midyear examinations. The old High School built in the late 50's now becomes a second Junior High School, thus relieving the terribly crowded conditions in the older Junior High School. The latter will be known in the future as the East Junior High and the new one as the West Junior High. The School Committee has already voted to proceed with preliminary plans for another (a third) Junior High building. At this writing the Committee is awaiting the report of a special committee as to the advisability of remodeling or abandoning the old Junior High building for Junior High School purposes. A special Town Meeting in the fall declined to appropriate a large sum for extensive remodeling.

At the Elementary level, the new Bancroft School is under construction and hopefully will be ready for occupancy in the fall. A committee has started to work on a large addition to the West Elementary School. Another new elemen-



tary school for West Andover has also been requested by the School Committee.

During the year the School Committee invited William Black of the State Building Assistance Commission to spend a day in Andover and visit the various schools with an eye to recommendations for the future. It was his suggestion at the time that since it seems inevitable that the Town will double in size and the school enrollment would thus reach a minimum of 12,000 and perhaps 15,000 pupils, the School Committee should project itself into the future and consider the needs for the years ahead and then work toward that need.

The School budget for the year 1967 was just over \$3,000,000. It appears that the 1968 budget will exceed the \$4,000,000 figure perhaps by a substantial sum depending on the outcome of salary negotiations both with teachers and building custodians. Many do not realize the rapid growth in the school system. The enrollment on January 3, 1958 was 2947 and on January 2, 1968, 5286. This is an increase of 2339 or an average of 234 pupils per year, almost enough to require a new building. The Shawsheen school, for example, would house 340 in line with the Willis-Harrington report recommendations. The number of additional students per year depends largely upon the building development of the Town. In 1931 the increase was 140 and in 1947, 350. It is interesting to note that the School year, September 1966 to September 1967, showed an increase of 372. A growth of 372 in one year, if they were all elementary children and if the figure of 23 pupils to a room were carried out would require an entirely new building comparable in size to the Central, South or Sanborn Schools.

School teachers, custodians and buildings are not enough to make up a school system. Your schools operate a fleet of buses, and five private cars and a chain of cafeterias. There are eighteen buses and five cars. There will be more in 1968. There were seven cafeterias in 1967. There will be eight with the opening of the new High School. Approximately 4000 meals are served each day at noon and with pizza on the menu every other week the figure is much higher. The Thanksgiving dinner served during Thanksgiving week hit a peak figure of 4428. The cafeterias are self supporting.

The number of employees in the various categories of the school system are shown in the following:

Beginning of the School Years:

	Sept. 1966	Sept. 1967	Sept. 1968
Professional	238	291	343
Secretarial	18	22	29
Health	5	5	7
Custodial	25	26	36
Cafeteria	47	48	62
Transportation	20	22	28
Noon Hour Supervisors	22	23	27
Social Service	—	—	3
	375	437	535

The following is a breakdown of the 92 additional people to be added to the school system; 17 high school teachers, 15 junior high teachers, one elementary principal and 11 teachers, one physical education, two art and two music teachers and three elementary librarians; a social worker; a psychiatrist and a psychologist, both part time; seven secretaries, 10 custodians, one dental hygienist and one nurse, 14 additional women in the cafeteria and four noon hour supervisors. Much of the increase is due to the opening of the new High School and setting up a second Junior High School and also the complete staffing of the new Bancroft School.

With our membership in N.E.E.D.S., (New England Educational Data Systems) it will be possible to get all of the names of school children by streets listed on a master sheet. This will make it possible to issue bus passes (secondary grades only) and maintain control of who ride on the buses. Many who live within the transportation limits have been walking back to the last bus stop and obtaining a ride. Bus drivers can't always be sure who is "stealing" a ride under the rules.

As the system expands the school committee is trying to keep up with the modern trends in education and increase the advantages to the students. This will be emphasized in the curriculum of the new Bancroft school which will be set up to emphasize the ungraded classroom. The curriculum day which is held each month has proven useful for the exchange of ideas and opinions and much is being done here to keep in contact with educational developments. Much has been done to strengthen various functions in the department such as additional guidance counselors, a reading supervisor, a course for teachers in developing skills in working with perceptually handicapped children with two part-time tutors

and a part-time supervisor in the beginning of developing a program. There has been some expansion to meet the needs in special education and staff members have been added to help in working with these problems, a part-time psychologist, part-time psychiatrist and a full time social worker. Helping teachers have been added to relieve the load and provide more individual attention.

The School Committee has agreed to assume the function of the elementary school libraries. These librarians have been provided by the Memorial Hall Library for many years but will be paid out of the School budget starting July 1, 1968. Members of the department are studying a speech or self-expression program. Other studies are underway in the overall health program.

Tobacco, alcohol and drugs as well as sex education are of great concern to the School Committee and the administration. A study also is under way in regard to early childhood education. Plans are progressing to open certain school facilities nights and week ends for recreational purposes. At the secondary level there will be general cutting in class sizes as the system opens a new High School and a second Junior High School. The attempt is being made to follow the Willis-Harrington Report.



The Committee during the past year inaugurated a swimming program and also voted to work toward a program of allowing no standees in school buses. Other attempts to make improvements with regard to the physical safety of the students are being made.

Recruiting teachers is one of the major problems in the system. An average of five candidates are interviewed for each position. With eighty teachers hired during the year it can be appreciated that principals and department heads spend a great deal of time interviewing prospects and visiting them in their classrooms before making recommendations to the Superintendent and the School Committee.

The school system has been operating in a manner that, as one administrator describes it — "We are inefficient and no business corporation would continue on this basis. The results will be realized in the product which means that somewhere along the line, some children are likely to be short changed in their educational years. It is similar to the family which cuts down the portions because it cannot afford a full meal. Or, the man who has a \$40,000 home because he needs six bedrooms so he carries \$20,000 of fire insurance, enough to pay off the mortgage, and when the house burns he has nothing."

The Committee has been considering, in line with recommendations in the Dethy Report, the appointment of an assistant Superintendent in charge of the secondary schools and the changing of the Supervisor of General Services to the title of Assistant Superintendent of Schools. Consideration has been given also to the appointment of a Personnel Director and the creation of another position to provide a man to work on the obtaining of Federal and State funds. The frightening rapidity of the growth in the budget has slowed down action in those directions. Three schools at secondary level now require someone to head up that area. With 529 people on the payroll, the need for a Personnel Director is imminent. The Supervisor of General Services who has complete charge of all administrative functions as well as all buildings and grounds, needs the rank of Assistant Superintendent. The Committee foresees that the Personnel Director and the other person to seek Government funds would more than save their own salaries.

Respectfully submitted,
William A. Doherty
For the School Committee

A NNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS

EDWARD I. ERICKSON



I.

It is revealing to look back over the years to note the change in structure as well as the growth of the Andover Public School System.

For example, twenty-five years ago there were 1475 pupils enrolled in the town schools. The 1942 enrollment of each building then in use and the construction date of each follow —

	1942 Enrollment	Date Constructed
Punchard High, Grades 10-12	321	1917
Junior High, Grades 7-9	433	1936
Bradlee, Grades 1-4	57	1889
Indian Ridge, Grades 1-6	62	1885
Jackson, Grades 1-3	146	1900
North, Grades 1-6	18	1847
Shawsheen, Grades 1-6	176	1924
Stowe, Grades 3-6	212	1896
West Center, Grades 1-4	50	1847

These are a few observations of the situation in those days:

1. there was a total of sixty-seven teachers and principals,
2. over one-third of the elementary pupils were enrolled in multi-graded rooms,
3. four of the structures listed above have since been abandoned for school purposes
4. the five buildings remaining in use today (1967) vary in age from thirty-one years to seventy-one years.

This glance backwards indicates how well the local taxpayer has met the demands of growth in population and the need for suitable facilities. Andover has made great strides as will be shown by the following information.

We had 5286 students enrolled in the various schools on January 2, 1968 —

Total Enrollment By School and Grade

Central:

K	1	2	3	4	5	6	7	8	9	10	11	12	Spec.	Adj.	Total
24	29	25	24	33	35										
22	30	25	27	35	35										
22	30	25	25	35	34										
24	29	25	28												
92	118	100	104	103	104										621

Stowe:

174

174

Jackson

13		
13		
13	11	
39	11	50

Sanborn:

23	28	37	32	27	33	30
19	28	24	42	29	33	30
22	28	35	41	28	33	30
21	18					
85	102	96	115	84	99	90

671

Shawsheen:

33	33	31	29	30	27	33
31	30	34	30	30	29	31
64	63	65	59	60	56	64

431

South:

20	37	34	23	30	25	28
26	38	31	29	30	25	
26	35	26	29	29	24	
26			29	29		
98	110	91	110	118	74	28

629

West:

26	34	32	36	34	39	28
27	33	30	38	33	38	28
53	67	62	74	67	77	56

456

Andover Junior High School:

403 413 399

15

1230

Andover High School:

382 343 299

1024

Tot.	392	460	414	462	432	410	412	403	413	399	382	343	299	54	11	5286
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The enrollment one year ago was 4889. The gain of 397 is eight per cent, the largest increase ever recorded. Each year the size of the school population establishes a new record.

The town has certainly made every effort to meet the demands for added facilities since, during the past fifteen years, these structures have been completed :

Central School K-6	1952
West School K-6	1952
High School 10-12	1957
West School addition (six classrooms)	1956
Shawsheen Addition (four classrooms)	1956
South School K-6	1958
Sanborn School K-6	1962
New High School 10-12	1968

In spite of this outstanding effort on the part of the local citizens most buildings are crowded at the present time.

These steps will be taken, we expect, in order to relieve the situation.

- a. occupancy of the new high school - in February by 1024 students.
- b. separation of the students of the junior high school during the latter part of February into two buildings, using the facilities of the present junior high school and the existing high school on Shawsheen Road.
- c. the completion of the Bancroft School in September 1968, which will give a measure of relief to Central, South and Sanborn Schools.
- d. the transfer of sixth grade pupils from the West School to the West Junior High School and sixth graders from Shawsheen School to the Stowe School. This plan is temporary in order to afford relief to the elementary grades in the West and Shawsheen Schools which would otherwise enroll far too many pupils.
- e. the completion of the twenty-room addition to the West School by September, 1969, is most necessary

"Much time and effort was expended in developing plans to organize the 1230 students into two complete junior high schools of approximately 600 each. Both schools will include grade 7, 8, and 9, and will be administered by a complete staff of counselors, department heads and teachers.

The Andover East Junior High will be located at the present junior high site on Bartlet Street, and Andover West Junior High will be located in the high school building located on Shawsheen Road.

The assignment of students to the junior high building was determined by their geographic residence. The Boston and Maine line is considered as the boundary. Those students living East of the railroad will attend the Andover East Junior High on Bartlet Street, and those students living West of the railroad will attend the Andover West Junior High on Shawsheen Road.

Mrs. Dorothy Partridge and Mr. John B. Hughes have been elected Principal and Assistant Principal, respectively, for Andover East Junior High School, and Mr. William E. Hart, Principal, and Mr. Richard E. Neal, Assistant Principal, will administer the building on Shawsheen Road.

All staff assignments were made prior to the opening of this school year and both teachers' and students' schedules have been developed with the division in mind in order that a minimum amount of reassignments will be necessary.

Plans are made to reduce class sizes where possible. In September, 1968, class sizes should not exceed 25 students.

Meetings were held with the High School staff to effectively convert the Shawsheen Road school for junior high school purposes. Careful coordinating of equipment and supplies within departments was necessary in order to have comparable materials at both junior high schools.

The effective date of the transfer of students was postponed from September, 1967, to February, 1968, because of construction delays."

We must continue to give close attention to providing necessary facilities for contemplated future growth (some have been mentioned in previous reports), such as —

- a. improvement to the present junior high plant to maintain it and to meet modern education requirements
- b. provide an addition to the new senior high school for a total of 1800 students - classrooms, auditorium and additional physical education - recreation facilities.
- c. added spaces at the junior high level - either as an addition to the West Junior High School or the construction of a third building.

- d. another elementary school to relieve overcrowding in the grades, particularly Central and Shawsheen Schools.
- e. provide adequate administrative quarters for the central office of the school department probably by the conversion and renovation of a presently used building.
- f. the acquisition of school sites throughout the various section of the town.

II.

Four members of the professional staff retired during the year:

We were sorry that Miss Anne Harnedy left the Principalship of the Shawsheen School after forty-seven years of loyal and devoted service.

Three able teachers retiring were Helen Loux of the Junior High School and Catherine Danahy and Margaret Dowd of the Shawsheen School.

We are proud of the ability of these four professionals; the value of their distinguished service is difficult to assess.

The following resignations were received

Barbara Andersen
Deanna Atchinson
Dianna Beebe
Louise Casserly
Ruth Clark
Frank Coliano
Sanna Crossley
Thomas DeLuca
Barbara Driesel
Patricia Ernststrom
Phillip Fairfield
Ruth Fairfield
Irene FitzGerald
Ann Hennessey
Patricia Joyce
Alice Kenney
Celia Lechnyr
Denise LeClair
Patricia Lucey
Grace McCabe
Catherine McPhee
Rita Ouellette
Joseph Shea
Jean Taber
Joseph Tardiff
Hazel Warren

A Sabbatical Leave was granted to:

Jane H. Sweet

Appointments were made as follows:

Andover High School

Barbara Bioren
Patsy Joseph Cambria
Judith Crowell
Elwyn Davis
Keng-Jen Lee
John McCusker
Wayne Mercer
Marie McLaughlin
Susan McLaughlin
Peter Prince
Nancy Stockwell
V. Douglas Walshe

Andover Junior High School

David Adelman
Lee H. Allen
Ann D. Boyd
Sally Buono
Elizabeth Cahoon
Raymond Danielson
Bruce Dewire
Stanton Donnelly
Paula Gaynor
Eileen Grudenski
Robert Hatem
Catherine Hitz
Ruth Hurka
Sue A. Hutchinson
Nancy Jacobson
Kathleen Johnson
Mary Leahy
Priscilla Lucey
Thomas Malone
Donald McCaffrey
Anne M. Monahan
Adele Phillips
Mary M. Sipsey
Richard Stevens
Elizabeth Taylor
Anthony Temmello
Pamela J. Wheeler

Central School

Anne O'Connor
Barbara Steinhacker

Jackson School

Mary Lou Huffling

Stowe School

Virginia Broe
Lowell Canovitch
Norma McCabe

Sanborn School

Jane DeFranco
Susan Kent

Martha Meaney
Robert Mirisola
Delores Nedelka
Alpha McGarry
Judith Nail

Shawsheen School

Angela Goldsmith
Jacqueline McGovern
Ann Tarter

South School

Christine Alessandrini
Roslyn Barton
Deborah Blumberg
Irene Crane
Lorane Hajjar
Theresa McAndrew
Geraldine Nickmeyer
Ruth Stebbins
Elvira Usher

West School

Margaret Calderwood
Sandra Cohen
Claire Nicolosi
Catherine Wojtkun

Others

Edward C. Regan, Principal, Shawsheen Elementary School
David Amundsen, Elementary Physical Education
Malcolm Hart, Elementary Guidance
David Huston, Elementary Physical Education
Theresa Murphy, Remedial Reading Supervisor
Robert Shapiro, Elementary Speech and Hearing
Dorothy Stackpole, Elementary Remedial Reading
Joan S. Takesian, Elementary Music

Promotions and transfers

Dorothy T. Partridge, Assistant Principal to Principal, East Junior High
John B. Hughes, Junior High Social Studies to Assistant Principal, East Junior High
Richard Neal, Guidance Counselor to Assistant Principal, West Junior High
Katherine Cronin, Stowe School to Librarian, Junior High School
Robert Deacon, Art to Guidance Counselor, Junior High School
Karl Lippmann, Elementary Schools, Physical Education to Junior High School
T. Albert Perley, Mathematics, Junior High to Mathematics, Senior High School
Charles Donovan, Elementary Physical Education to West School
Patricia Karl, South School to Sanborn School
Robert Ford, Stowe School to West School

Eighty-five positions were filled during the year either by promotion, transfer or the appointment of new staff members. Of these there were seventy-five persons new to the school system; thirty to replace those retired or resigned for various reasons and the remainder additional personnel to meet the demands of growth.

Much time and effort is devoted to the recruitment of staff which is as it should be since the selection of teachers is a most important function. The method of selecting teachers by application, interview, reference and observation is a plan which should guarantee our children the best teaching talent possible. Hundreds of applications are considered each year and many interviews are held. Principals and department heads assist in the process.

The maintenance of a salary scale commensurate with other cities and towns is necessary in order to attract and maintain an outstanding and efficient staff.

III.

The 1968 school budget cannot be considered complete at this time. Negotiations with representatives of the Andover Education Association continue and, as a result, a basic salary policy and other items are still unresolved.

Presently, the budget totals \$3,925,014 — which represents an increase of \$909,000. over the amount for the previous year. The major part of the increase is reflected in the salary portion of the budget (\$739,000.) while expenses have grown by about \$170,000.

A breakdown of these foregoing amounts should be helpful —

Salaries - \$739,000

1. There are built-in increases in the budget due to salaries for a full year in 1968 of the personnel hired for the first time in 1967. Also, increments granted during 1967 for part of that year must be continued for a full 1968 budget year. These factors are contained in the new budget for a total of \$280,000.

2. Improvement of the basic salary scale is essential to meet the competition of other systems. This change, along with the increments already considered part of the policy, will be at least \$105,000.

3. The addition of new staff members contemplated during 1968 will cost \$200,000. These instructors are necessary at all levels to enable us to broaden the curriculum and to reduce class size in the high and junior high schools; to provide needed services in guidance, music, art and

physical education; a new assistant superintendent; and to staff the new Bancroft School which is expected to be ready for occupancy next September.

4. The librarians in the elementary schools will become employees of the public school system. Heretofore, the supervision of the elementary libraries was furnished through the assistance and generosity of the Memorial Hall Library. It is entirely logical that, with the increased demands on the public library and the growth of the public schools, the direction and expense of this function should be part of the school budget. Estimated cost of these salaries beginning in the fall, will approach \$20,000.

5. More personnel is needed to provide adequate secretarial, health and custodial services as we occupy the new buildings (high school, second junior high and Bancroft). Earned 1968 increments for these employees must be included. Approximately \$94,000 is allocated for these salaries.

6. Increments for administrators, expansion of the summer school, professional improvement and military increments, additional coaches and physical education personnel, double increments and educational leadership grants and an increase in the allotment needed for substitute teachers represent about \$40,000.

Expenses - \$170,000

1. Larger enrollments call for more transportation. Approximately 63% of the school population is transported each day. Two buses, in addition to those added in September, will be necessary to meet these demands. Field trips, as part of the curriculum and the necessity of transporting the sixth grades to West Junior High and Stowe means added costs. The School Committee has established a policy to eliminate all standees on school buses. This move has been taken in the interest of greater safety. Our transportation account will increase by \$31,000.

2. The acquisition of the new high school and the expected occupancy of the Bancroft School in the fall will enlarge our operational costs by \$38,000.

3. Evidence would indicate the need for legal assistance for the School Committee in the area of teacher negotiations. \$10,000. is budgetted for that purpose.

4. Greater expenses due to larger enrollments and the search for more and better materials that modern programs demand in the areas of textbooks and supplies is an additional

expenditure of \$34,000.

5. In order to improve our programs in libraries, musical activities, audio-visual materials and equipment, industrial arts, and swimming means an additional amount of \$30,000.

6. Expenses for the "NEEDS" computerized services, N.D.E.A., and added insurance benefits for personnel will be \$12,000.

7. Bids have been obtained on the installation of a new roof on the East Junior High School plant. \$15,000. has been budgetted for this project.

* * *

Estimated receipts returned directly to the Town Treasury for 1968 will approximate \$460,607. as follows -

General Fund - Aid to Education	
Chap. 14, Acts of 1966	\$349,351
Transportation - Chapter 71	53,407
Special Class Reimbursements -	
Chaps. 69 and 71	21,070
Transportation - Special	
Education - Chap. 71	1,785
Vocational Education - including	
Transportation	3,226
State Wards - Tuition and	
Transportation	9,141
Summer School - Reimbursements	12,000
Tuitions - including ABC Students	7,623
Rentals and Miscellaneous	3,004

Last year the return for the same items was \$333,845.00.

* * *

Reimbursements which the Town Treasury will receive during the year for new building construction, according to Chapter 645, Acts of 1948, will include:

High School ('now West	
Junior High)	\$ 26,536.91
South School	11,174.83
Sanborn School	21,689.13
New High School	91,789.47
	\$151,190.34

Last year's reimbursements under Chapter 645, totaled \$78,654.82

It should be further pointed out that \$82,296.91 was returned to the Town as a balance of the 1967 school budget. \$81,438.81 resulted un-

der the salary account since the new high school was unavailable last fall. Hence, the employment of some teachers and other personnel was delayed until the occupancy of the new plant recently.

* * *

According to a recent survey by an educational magazine spending on public schools in this country reached a new record peak during the last year.

The publication reports a wide spread between the highest and lowest spending districts in the country. The wide divergence is largely a matter of regional patterns.

In Massachusetts and the other New England states the average cost is \$483. per elementary pupil and \$628. for a high school student. The Massachusetts average per pupil expenditure in 1967 was \$543.

Andover's latest average per pupil cost was \$538. - broken down as follows - high school \$678., junior high school \$584., and elementary \$476.

The cities and towns throughout the state were entitled to receive more state aid than were the actual disbursements. If educational programs are to be improved and if the mandates of the Willis-Harrington bill are to be carried out more money must be provided as tax revenue earmarked for education.

It is not enough to rest on our laurels or on accomplishments of the past when we are faced with so many problems in the future. We cannot stand still; education is ever-changing; we must move forward to greater improvements.

IV.

It would be repetitious for me to detail activities of the past year. Reports of other administrators elsewhere in this booklet and those on file in my office furnish a complete picture of our efforts to improve every area of the public school situation.

1967 was unusually busy. As we look ahead we will see the fruition of much work that has been going on during the past several months.

We are faced with many challenges as we look toward the future. The solution to these problems will depend on close cooperation of staff, town officials, and the general public. It, too, promises to be a full year ahead.

Some of our objectives will include:

1. A broadening of the curriculum of the secondary schools which will be made possible since there will be ample instructional space and, what is more important, qualified staff in the high and junior high schools. Consideration will be given to the extension of the language, science and physical education and health programs.

2. The development of programs in the school system to more adequately meet the needs of youth and his social problems.

3. To continue to work toward desirable standards in class size at all levels.

4. To foster flexibility in thought and action to accommodate current and future changes in curriculum and organization. Circumstances today dictate that schools become a greater force for change.

5. To emphasize the fact that teaching should focus on the child rather than on subject matter and method. Teachers should deal less with facts and more with values.

6. Traditionally, the schoolhouse has been a part-time establishment. In recent years changes have taken place with summer school, adult education, church league basketball, as well as community recreation, social and musical groups. We must continue to move in the direction that our buildings will be used as community centers in a much truer and broader sense.

7. Schools can no longer be instruments of the administration or teacher - or for the convenience of teaching. We must provide an education that is relevant, to enable the individual to meet the demands of the future. The aim of all of our endeavors must be to provide the means that is needed and best for each and every individual pupil.

8. Support for education will result from a public which is knowledgeable about existing conditions. We shall make every effort to enlist the confidence of the town through good public relations. We will strive to make our needs, accomplishments and purposes clear to all.

V.

The success of any school system is the result of the cooperation of many individuals and groups.

We wish to acknowledge, with thanks, the assistance of various departments of the Town, such as, the Memorial Hall Library, the Police, Highway and Fire Departments.

The School Building Committees have rendered invaluable services to the schools.

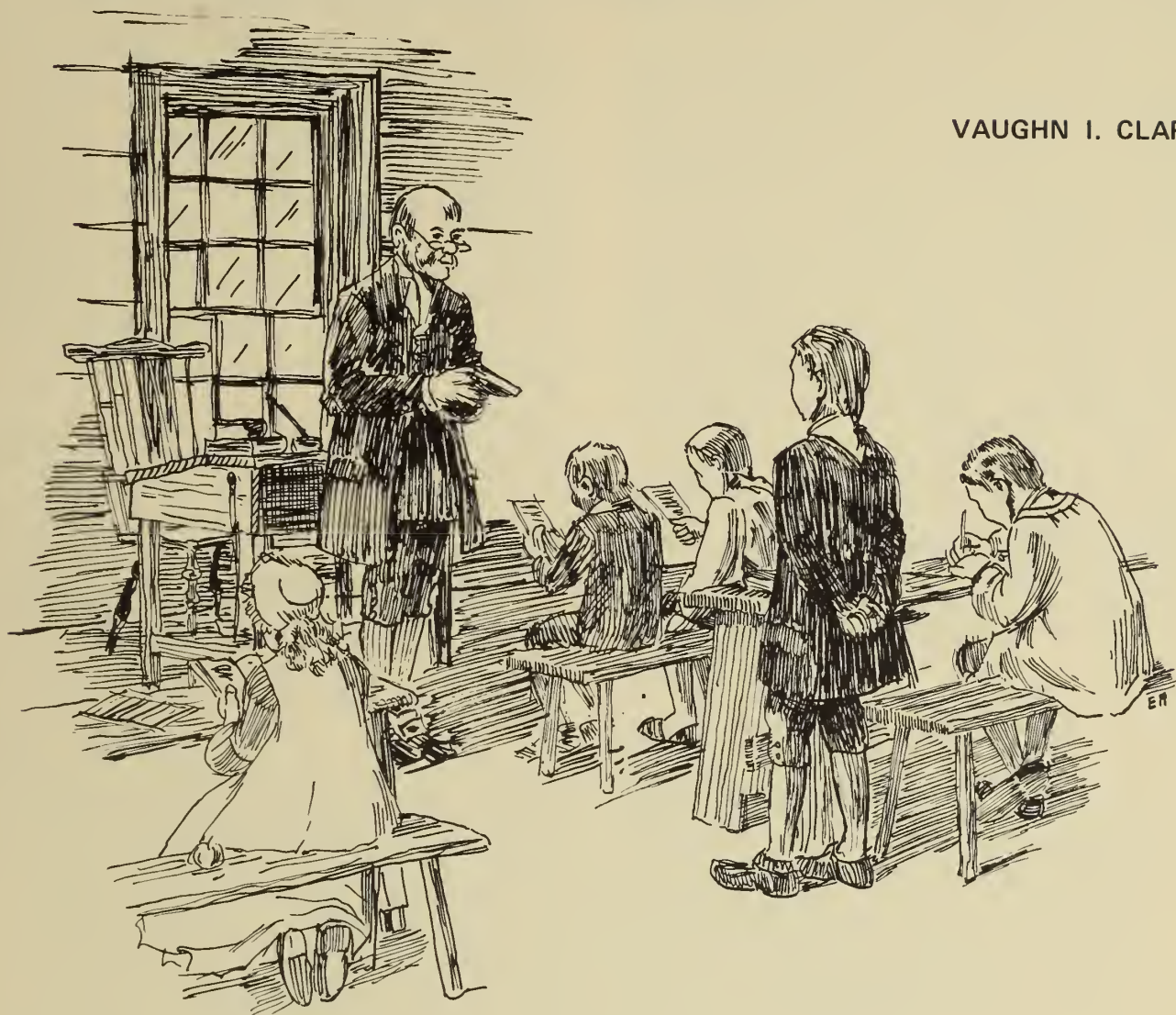
The School Committee has served conscientiously for the best interests of the children through many long hours of discussion and deliberation.

The staff of teachers, administrators, and other school personnel have made unselfish efforts to provide a good educational program for the children.

We are grateful to these people and to many others - too numerous to mention.

R E P O R T O F T H E A S S I S T A N T S U P E R I N T E N D E N T O F S C H O O L S F O R E L E M E N T A R Y G R A D E S

VAUGHN I. CLAPP



The community has made vital educational decisions during the past year. Those decisions will have a major influence upon the shape of education in Andover for the next decade. It is now a matter of School Committee policy that a non-graded or a continual progress plan will be evolved for the elementary schools. The Bancroft School will open with a plan insofar as the staff

and preliminary work can be accomplished, and that workshops or in-service courses will be held in the summer months.

Briefly explained, a continual progress plan enables the student to pursue the basic subjects at his own learning pace. The subject matter is not changed, it is simply geared by administra-

tive flexibility to the student's ability to acquire it.

Last summer 15 staff members from the school system and some teachers and administrators from nearby towns participated in a non-graded workshop in educational philosophy in reading. The present reading program was broken down into the accomplishment levels as part of the preparation for the opening of the Bancroft School. The staff members who participated were especially selected for the program so they might assume key leadership roles at the various grade levels in the Bancroft School. Another workshop will be held this summer for an additional group of teachers to work in the area of reading. Last summer's group will work to set-up a levels program in mathematics.

The year has been one of much activity in the area of new elementary school construction or plans for construction. The Bancroft School was approved for construction at an August Town Meeting and is now underway. Funds were raised for the planning of a twenty-four room addition to the present West School.

The school population is taxing present facilities to the extent that most of our classrooms are overcrowded. All of the elementary schools are using additional teachers in over populated grades to help compensate for crowding. Classes are being held on stages, in cafeterias, and libraries by these extra teachers in an effort to keep the children from being short-changed. The growth in school population this past year exceeded that of any year in the past twenty years.

Various phases of the instructional program were strengthened by the addition of more staff members. An additional Speech Clinician now makes it possible for auditory training to be provided. An additional music teacher makes it possible for music classes to be held weekly.

The Reading area has been strengthened by the addition of another Remedial Reading Specialist position (currently filled with three part-time teachers) and a Reading Supervisor. Remedial Reading has been expanded from coverage concentrated at the second and third grade level to coverage at the fourth, fifth, and sixth grade levels. There are currently two-hundred forty-nine pupils being aided in this program.

The Reading Supervisor, Mrs. Robert Murphy, is responsible for developing programs to prevent reading failures, assisting in the grouping process, evaluating and supervising classroom programs, planning, supervising, and

evaluating the remedial programs, piloting new programs, providing classroom demonstrations, consulting with classroom teachers and Principals concerning techniques and materials, planning the development and implementation of a reading levels program, and the special tutoring program for children with specific learning disabilities.

Last spring the Perceptual Education and Research Center conducted an in-service course in Andover. Eighteen local staff participated in the program which was designed to broaden a teacher's background in this difficult area of remedial work. At present we have two part-time tutors working with six of the children severely handicapped in perceptual-motor skills and a part-time supervisor who is working out remedial programs using our own staff members. There is a very great shortage of qualified instructors in this area. It is so critical that our only recourse is the development of these special skills among a substantial amount of our own staff.

The Guidance function has been strengthened considerably. An additional Elementary Guidance Counselor makes it possible for us to have one person for each two buildings, although it still leaves us with a ratio of over one thousand pupils to one professional.

There is also a full-time School Social Worker, a part-time Clinical Psychologist, and a part-time Child Psychiatrist. These people work as a team with the Guidance Counselors to provide aid to pupils having difficulty in school, consultation to parents, and to the school personnel involved. They also act as a consulting team to provide aid and direction for the school system for long range planning in all areas of children's special educational needs.

The Elementary Schools will be responsible for their own library program starting July 1, 1968. The change in responsibility is necessary because of our growth in size and need for services. A Library Coordinator for the entire school system will be employed at that time. The expanding concepts of education now demand that the library become a resource center, a place of a wide variety of instructional materials, and a place where pupils can pursue individual study.

Several areas of special concern in our total educational program are under study by groups of teachers. A study committee, acting since February, 1967, has been piloting new English materials for the purpose of developing a program

that is more linguistically oriented. Another study committee begun in April, 1967 is working to develop a more up-to-date curriculum in Health. Research indicates that pupil attitudes toward the use of tobacco, alcohol, and drugs develop at an early age so our program must be oriented toward developing attitudes.

Other studies are in the areas of Early Childhood Education and elocution or speaking training.

Miss Ann Harnedy, Principal at Shawsheen School, retired in June after several decades of meritorious service. Mr. Edward Regan, recently with the U.S. Army Security Agency Training Center, an experienced principal from Connecticut, was selected from a large number of applicants to fill the position.

The program in Special Education has been expanded to meet the needs of increasing number of children in that area. The Trainable Class was divided into two sessions. The Educable Class was divided into two groups to provide a primary unit and an intermediate unit.

The Audubon Science Program, piloted last year in West School, has been expanded to include all of the fifth grades in the school system.

The School System, in spite of crowded con-

ditions within the classrooms and a dire shortage of spaces for differentiated instruction, is continuing to make progress.

Stowe School has reorganized the departmentalized reading program and has a volunteer library program staffed with twenty-four parent volunteers. South School has a transitional group at the first grade level receiving instruction from two part-time teachers. Central School has an individualized reading program at the second grade level and a semi-departmental program at grades four and five. Shawsheen School has a special instruction program for advanced reading in grades one and two and for slow-moving arithmetic groups in grades one through three. West school has a semi-departmentalized team teaching approach in operation in grades three, four and five. Sanborn School has a trial program underway to provide reading instruction in the kindergarten for those pupils who are ready for such instruction.

It is our desire to continue improving the educational program for all children. The possibilities of improvement are very much in doubt unless we have more working space. The opening of the Bancroft School is only a first step in providing much needed facilities.

IN MEMORIAM

Charles Mourikas, High School English Teacher and Editor of "Your Schools" — a gifted and outstanding young man.

Miss Eunice Stack — a faithful elementary teacher of forty four years of service — retired June 30, 1965

Reverend Frederick B. Noss — former President of the Trustees of Pun-
chard Free School — retired October 1, 1966

Each one is affectionately remembered for dedicated and generous contributions to the school system and community.

REPORT OF THE SUPERVISOR OF GENERAL SERVICES

JACK BARBERIAN

In this, my fourth annual report, I will outline the developments and activities in major areas of my supervision for the year.

I.

Our school lunch program continues to expand. There are presently seven cafeterias and another will be put into operation when the new High School is occupied. This will be our largest cafeteria, with a seating capacity of six hundred students at each serving.

The participation in our lunch program is very high. Of the potential forty eight hundred student customers, we serve as many as forty four hundred on peak days. The cafeteria will be able to maintain the twenty five cent hot lunch for another year. This is still possible because of the efficient management provided by our Cafeteria Supervisor and the Federal commodities and reimbursements. Commodities valued at \$38,100. and reimbursement of \$55,930. were received this year. The reimbursement is based on four cents for each unit of milk and nine cents for each hot lunch sold to students.

II.

The increasing enrollment and the overcrowding of our schools continues to make bus transportation a major problem and expense.

There are presently eighteen buses under contract. Five more had been anticipated to have been hired, but the delay in opening the new High School changed our plans to bus some sixth grade students to the Junior High School to alleviate the over-crowding.

Next year additional buses will be required, due to increased enrollment, transporting some sixth grade pupils to the two Junior High Schools and the new School Committee policy to eliminate standees. To my knowledge, Andover is the first town in Massachusetts to adopt this policy, although there is pending legislation to make this mandatory. The completion date of the Bancroft School will also affect our plans as the September opening is in doubt. We will have to wait until that time and adapt our scheduling to the educational plans.

There are five persons now involved in special transportation. This is one area which cannot be anticipated and the needs are met as they arise. Children are being transported to four different schools for special training.

Extra-curricular activities, athletics and the intramurals are also expanding in scope. This year the late bus was made available every afternoon instead of four afternoons. These buses are

for the convenience of students who stay after school for special instruction, or to participate in extra curricular activities.

III.

The maintenance program for the Junior High School was partially curtailed this year. Educational specifications had been drawn up by the administration and staff. The specifications were turned over to an architect to draw up the plans to remodel the present buildings and make them equivalent to a modern facility. This plan was presented to a special town meeting and rejected at that meeting. A committee was then appointed to study the advisability of limiting expenditures in the present Junior High to basic costs essential to the safety of students and other necessary repairs.

A decision must be made soon if money is to be available to implement whatever plan is approved, otherwise the plan will be delayed another year. Plans were drawn up in 1965 for the upgrading of the Junior High School.

Extensive maintenance was performed at the South School. The entire interior of the building was painted, partitions installed and the heating system controls replaced. Exhaust fans were also installed to improve the circulation in the warm weather. All the other schools had the normal maintenance performed during the summer months.

IV.

The administrative duties and responsibilities keep increasing with the growth of our school system. The present budget is \$3,000,000. and it appears that next year's budget will surpass \$4,000,000. This increase is due to the additional staff and more services being offered.

Changes have been made in the library organization. Next year all librarians will be part of the school administration, whereas the elementary school librarians are now on the staff of the Memorial Hall Library.

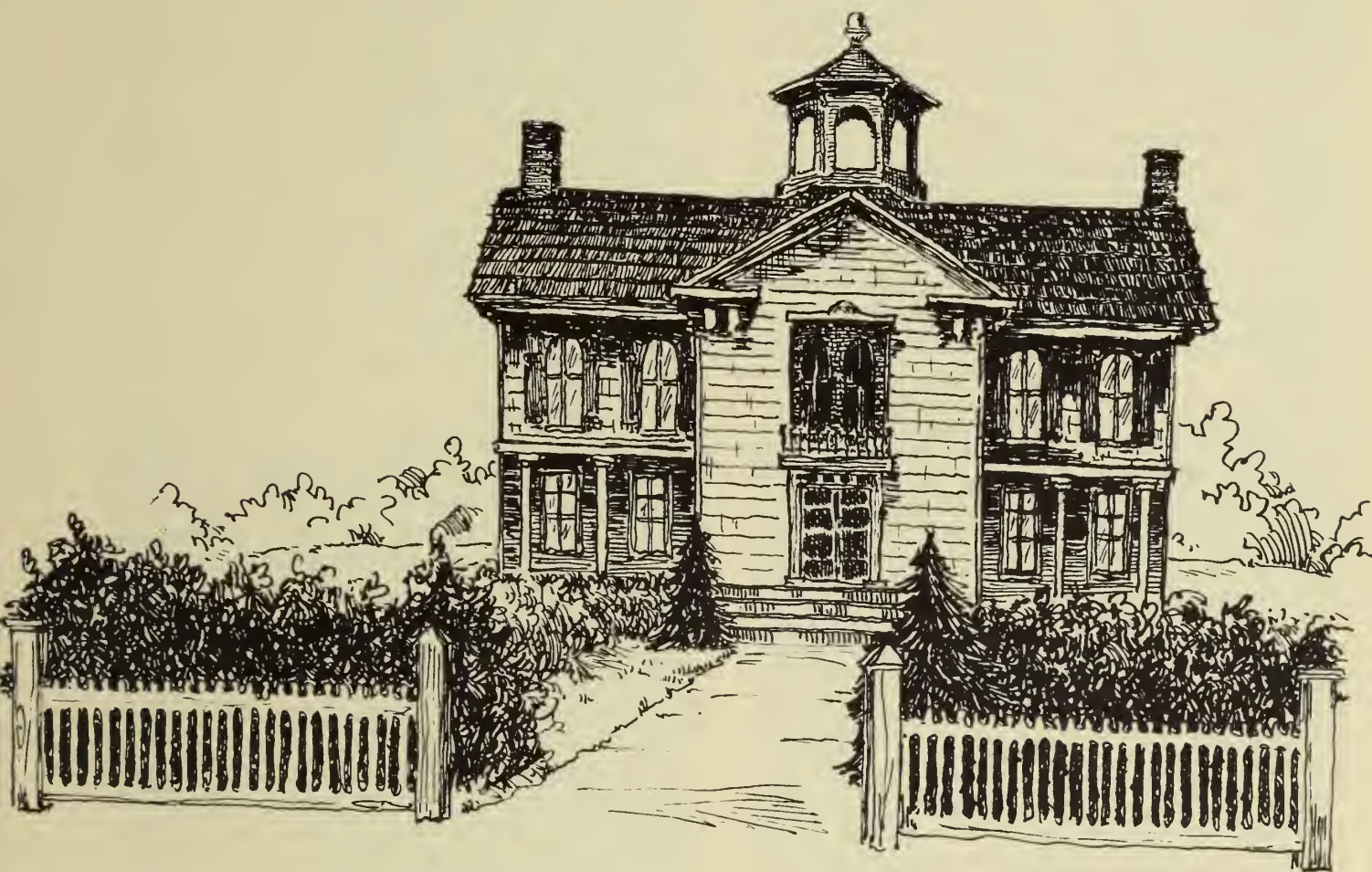
More than ninety new personnel will be added to the school staff next year. All the supporting services of payroll, insurance and retirement, and other records must be maintained for the five hundred plus employees.

Many projects have been submitted and approved under the various N.D.E.A. Title accounts.

A new project has been undertaken under Public Law 874. This law is to financially help towns whose school enrollment has increased due to government activity in the area. Andover should be eligible for aid under this program.

REPORT OF THE PRINCIPAL OF ANDOVER HIGH SCHOOL

PHILIP F. WORMWOOD



I herewith submit the annual report of the Principal of Andover High School.

During the past ten years, public school education has undergone many changes. Innovation is a word frequently employed in describing learning experiments. Enrollments continue to increase rapidly, and financing education becomes a critical issue in many communities.

Andover is one of those communities which is endeavoring to maintain quality education at a time when quantity, as illustrated by the enrollment statistics included in the Superintendent's report, is increasing rapidly. I would like to comment here that if the burden seems frustrating to the taxpayer, it is equally frustrating to those who staff the schools, who recognize the import-

ance of education, and who realize the inevitable relationship between cost and quality.

Ten years ago, we were occupying a new high school with a capacity of 750 pupils. Since the high school enrollment at that time was only 439, the building seemed totally adequate for many years. Yet, now with an enrollment of over 1024, we are about to move into another building with classroom facilities adequate for 1200. Even before moving into these new facilities, we are discussing plans for the addition of a classroom wing which will raise the capacity to 1800. These figures clearly illustrate that Andover's school system is no longer a small one. With a total enrollment of 5286, it has developed into an organization of considerable size and complexity.

Ten years have seen great changes in direction and emphasis in the high school program. Money and energies that are channeled into education today must be expended upon programs that are meaningful and purposeful. In reviewing these changes over the past ten years, we find that four broad trends or patterns tend to emerge. These may well define the kind of high school that will be developing in the foreseeable future.

1. The Study of Subjects in Depth

Higher education places considerable emphasis upon pursuing a subject in depth. In some cases, this has resulted in the development of more courses in a sequence as, for example, French I through French V, or in the increasing of the amount of material covered in a single course. This latter is assisted considerably by homogeneous grouping which, for example, enables one approach to Biology, (BSSC), to be used with the upper groups and a more traditional approach to be used with the middle or lower groups. In English and Social Studies, material, pace, and approaches vary in accordance with the ability of the groups. As a result of these practices, college preparatory students cover considerably more material in pursuing their studies than was the case ten years ago.

2. Broader Curriculum

The second development in high school programming is that of a broader and a more varied curriculum. As far as it is feasible, the subject offerings in today's modern high school should meet the needs of all the students. Since the percentage of children who leave school before graduation is now extremely low (last year's figure

was 1.1%), it has been necessary to develop additional courses to satisfy the increased variety of talents, interests, and abilities found among our students. The Industrial Arts program can be cited as an example of this development. Ten years ago, three subjects were offered: Woodworking I, Woodworking II, and Mechanical Drawing. The present program offers twelve subjects: Woodworking I, II, III; Metal I, II, III; Electricity, and Electronics. Electronics I was offered for the first time this year, and since it is to become a three-year course, Electronics II and III will be part of the Industrial Arts program in two years. The fact that a considerable number of students have elected these courses as soon as they became available gives good evidence that they are meeting a definite need.

Still another approach of broadening the curriculum has been the offering of more minor electives. Unfortunately the unavailability of teaching spaces has curtailed this development the past few years, but with the occupancy of the new facilities, additional courses will be instituted. Since minor electives meet only two or three times a week, they can be scheduled more easily into a pupil's program than subjects that meet every day.

A difficulty that develops as subject offerings become more numerous and as homogeneous grouping becomes more emphasized, is that of programming the student body. This problem can be better understood if it is realized that among the 1024 programs scheduled, there are very few instances where two pupils have the same program. This is a great change from the practice of block scheduling followed by many high schools a generation back when groups of twenty-five to thirty students were scheduled together in their total programs.

Fortunately for high schools, data processing has come into the picture at the time when the scheduling process was becoming too complicated to be done effectively or efficiently by hand. At Andover High School, each pupil's subject selections are recorded on Mark-Sensed cards which are forwarded to NEEDS (New England Educational Data Systems). Pupil programs are developed through the use of computers which offer the advantage of searching many more program possibilities than could be accomplished otherwise. This procedure also develops more exact grouping and automatically adjusts the size of classes more evenly. NEEDS also makes it possible to use data processing for

grade reports, attendance procedures, and test analyses.

The use of data processing in Massachusetts high schools has developed rapidly in the past ten years. Well over half now use some type of computer-connected procedure since it offers solutions to complex scheduling problems and because it can develop information extremely helpful in analyzing the effectiveness of current programs, discovering the strengths and weaknesses of individual students, and charting the progress of pupils in general.

3. Expanded Extra-Curricular Program

A third development in high schools within the past ten years has been an expanded extra-curricular program. First, extra-curricular activities in many cases serve as an extension of the basic educational program of the school. A Science club or a French club falls into this category. Faculty advisors are from the appropriate subject fields, and the programs developed are normally closely related to the content of the related courses. Secondly, there has been a changing relationship between the school and its students. Instead of serving primarily as a center of learning, the high school is now considered by the young people to be a center of many activities some of which are not oriented with education in its formal sense. There are, for example, the many sports activities. At present there are twelve varsity sports, eight for boys and four for girls, as well as an intramural program that will grow considerably with the space advantages offered by the new gymnasium. That for the past few years sports activities have been conducted after school in the gymnasium from 2:30 to 8:00 p.m. gives some indication of the growth of this part of the school program and of the influence that it has on the healthy development of our young people. Other extra-curricular activities in this second category would include the school newspaper, the yearbook, the Student Council, the cheerleaders, the class musical, the Service Club, the school dances, and many others. The willing student participation in all these activities indicates a desire upon the part of the students to have an association with their school that is far broader than that which could be defined as simply educational.

4. Development of Attitudes

The fourth development is one which is still definitely in a fluid stage and one with which educators and lay people are presently grappling. This development concerns the school's role in

relation to many issues resulting from the changing attitudes or behavior of our young people. These issues involve dress, drinking, haircuts, drug abuse, sex, shop-lifting, or simply an attitude of disrespect to values held by previous generations. The pupil schools have always accepted as part of their program the obligation of developing positive attitudes on citizenship. Many other specific attributes of character development, however, have generally been considered primary responsibilities of the home and the church.

Various factors of national significance have tended to destroy or lessen many of the traditional influences that have been directed toward our high school youths. New influences have competed with old, and increased mobility had reduced the isolation and individuality of separate communities. Today, the general attitude of our young people is frequently characterized by an unwillingness to accept past values, and sometimes by a defiance of those restraints imposed by tradition or by law. In turn, it is not unusual for a community to bring pressure upon its schools to develop programs to combat these attitudes. Some of this pressure is to teach facts, but the desired goal in most instances involves the development of acceptable attitudes in relation to the problem areas. It is sufficient to say for this report that this type of instructional program presents many difficulties and raises many questions. In the future, much attention will undoubtedly be focussed upon this aspect of public school education. Some questions, for example, that will have to be considered are how to transfer knowledge into attitudes, how to prepare teachers for this additional responsibility, and how to develop a common understanding of purpose between home and school on the development of certain personal attitudes, some of which have in the past been considered to be more properly under the jurisdiction of parents.

Conclusion

Although the past ten years have seen numerous modifications in methods and content, the most dramatic changes have involved growth in the concept of the importance of education and growth in the size of our educational system. The cost of education has increased rapidly, but this must be related to the value of the product which is increasing as well. There is no doubt that the requirements of the technological society of the future demand that our young people be educated to their fullest capabilities, and that the educational programs of today be of such diversity and quality that they will make this possible.

P RINCIPAL'S REPORT OF THE ANDOVER JUNIOR HIGH SCHOOL

WILLIAM E. HART



I hereby submit the seventh annual report as Principal of Andover Junior High School.

I.

Revolutions in teaching? Every generation had them. During the 1920's standardized tests and the project method were supposed to shake up teaching. During the 1930's it was films, filmstrips and the radio. After World War II waves of innovations swept into the schools in rapid succession: ability grouping, upgraded schools, team teaching, 8mm film clips, programmed instruction. Each was proclaimed a "revolution"; each helped invigorate the educational process.

In the spotlight today are movements of larger import. Of signal worth are the curriculum development and revision projects in science, math, English and social studies. Paralleling these

efforts are the activities designed to serve the mentally handicapped, the educationally disadvantaged and intellectually gifted.

The real revolution of the 60's is the government-industry coalition designed to develop a wonderland classroom (computer, electronic devices, rich stores of instructional materials) managed by a teacher free to give individualized attention to each child.

II.

Although it was evident last spring that the student body would still be under one roof in September, enough teachers had to be provided to staff two schools. Thus larger divisions which may now have two teachers, one an associate, will eventually become two divisions, with a single teacher for each.

One of the benefits accruing from this program is the association which both new and inexperienced teachers have with established faculty members, well versed in both subject matter and teaching techniques. Together these teacher associates plan lessons, divide responsibilities for preparing and correcting tests, and give extra help or intellectual challenge to those who need it.

Teachers are learning to plan and work together more effectively than ever before. In complementing each other's strengths, they are practicing the most useful tenets of team teaching.

With the addition of twenty-three staff members and seven replacements, faculty recruitment consumed a great deal of our energies. Over one hundred applicants were interviewed and classroom observation schedules were arranged where possible. Department Heads, Assistant Principals and Principals were included in the selection process and we feel the combined efforts and recommendations have been most gratifying.

With the appointment of seven department heads, two counselors and new administration for Andover East Junior High and Andover West Junior High School, several personnel changes were affected within the school.

III.

Two primary concerns of the English Department were flexible grouping within a class and further experimentation with varied team-teaching endeavors. With the introduction of the associate teacher program, the groupings became more complex and the teaching techniques more diverse. With individual ingenuity, both new and experienced personnel worked to make a smooth transition to the new English content, which is part of the revised curriculum. The associations also provided many ideal opportunities to engage in some of the more sophisticated aspects of team teaching.

The teacher-members of each of the grade-level curriculum teams were involved with the total instructional program. Individual teachers operated in areas of special competence, but all teachers helped coordinate and expand areas of learning by providing greater quantities and broader varieties of instructional materials and by increasing the frequency of small-group learning situations.

The experiences enjoyed by teachers in dis-

cussing and planning written procedures and programs for large-group instruction, for small-group learning situations, for independent study, for correlating textbook materials, for working out time to be given to concepts, laboratory work and other facets of language development, have helped create a fine, free, and highly desirable professional spirit among the teachers.

The experienced, as well as the new members of the English department, are finding very challenging the new aspects of English language study like transformational/generative grammar, the sound and spelling relationship, the nature of the syntax, the etymology and dialect differences, and the extended opportunities for vocabulary work. The pupils are responding most favorably to these new challenges.

One of the goals of a junior high mathematics program is to make provisions for individual differences. Although use of a particular textbook somewhat governs what will be taught at a particular grade level, we feel this is not an adequate determiner of our curriculum. Members of the mathematics department have been meeting this year in hopes of adjusting our current text to meet the individual needs and abilities of all students.

In conjunction with the updating of curriculum the mathematics department faculty spent an afternoon at Wang Laboratories in Tewksbury to investigate the possibilities of computer mathematics as an enrichment for gifted students. It was agreed that such a program was not applicable at the junior high level, but, as a consequence of the visit, three department members are currently enrolled in the Wang Course for teachers.

Our plans to provide a two-year Algebra I program, for students of lesser mathematical ability, have materialized. The course at the ninth grade level bears the title Algebra IA and students attaining a passing grade will receive a regular math credit. An Algebra credit will be given upon successful completion of the second half of the program in grade ten. Since a knowledge of Algebra is increasingly important in today's society, we believe that, by offering this program, we are meeting the needs of a larger number of students.

Andover Junior High has continued its association with the Intermediate Mathematics League and a member of our faculty is currently serving as President of the League. The League

was subdivided this year with Andover becoming a part of the newly formed Central Division, thus eliminating the necessity of long bus trips to attend meets. At the meet held in December Andover Junior High was host to four other schools.

The rapid upgrading of science at all levels places unusual demands for curriculum development and text selection. Our present day student has far more sophisticated science background than his predecessor. The curriculum is constantly changing to meet the requirements of the "New breed". A requirement also exists for the teacher to keep his knowledge current by engaging in worthwhile "in-service" programs as well as graduate study in his subject field.

In order to cope with this development we have assigned individual members of the science team to take full responsibility for units that they have displayed the greatest competence to teach. The individual student profits by having several teachers, competent in specific areas, conduct his general science course rather than one teacher for the entire year.

Our foreign language curriculum was expanded this year with the addition of Spanish in Grade 9.

The ALM (audio-lingual method) of teaching French is being retired after a five year evaluation of its effectiveness. We shall prepare all students in French by the direct method with the *Robin et Bergeaud* texts, which have proved very effective in the hands of able teachers.

By joint decision of the junior and senior high school staffs, it was decided to concentrate on one text in Latin also, *First Year Latin*, revised by Jenney. Similarly both secondary schools are using *El Espanol del Dia* in Spanish.

Foreign language teachers use the Audio-Visual theatre for enrichment purposes. Films are rented and slides relevant to the text are on hand to show as needed. Tape recorders and record players are used daily for drill as well as for enrichment purposes.

Teachers occasionally exchange classes within the building, visit or exchange with high school teachers, and observe teachers in other systems. Several of them are active in the Massachusetts Foreign Language Teachers Association or in Teachers of Classics in New England, which meets regularly at Harvard University.

The Latin Club is most active holding monthly meetings with cultural and social programs and visiting the classical departments of

museums, particularly Fogg at Harvard and The Museum of Fine Arts in Boston. The latter is a day-long field trip and is exceeded, in popularity, only by the Roman Banquet held in May, a tradition of eight years' standing.

In May a splendid newspaper was published by the French classes. Several plays, produced by Latin and French classes, were presented to small groups. Both Latin and French students attended plays given in a foreign language at Phillips Academy.

The study of economics has become vitally important in today's world. The ninth grade Civics Course has been altered to include more in-depth work in this area. The Civics which has previously included an economics unit has been upgraded to include a full semester of work in this subject. This will include basic economics theory, consumer economics, comparative economic systems and economic reasoning.

Three closed circuit television programs were developed by Social Studies department members which were designed to instruct and actively involve students in the presentation of ideas and concepts. "Washington at Valley Forge" - "Profiles In Courage" and "The 20th Century" were written and presented by grades seven, eight and nine respectively.

The Closed-Circuit Television Studio of the Audio-Visual Center has passed from the experimental stage of last year to a full-fledged teaching media in general application. Practically every subject area of instruction has been successfully handled by this media. Entire grade segments of the school have been simultaneously instructed while remaining in small control groups. The effectiveness is good to excellent. Attention to the media is higher than average which is due to the nature of the television presentation and not to a novelty effect which has long since worn off.

Field trips were arranged to Sturbridge Village, United Nations and the Textile Museum.

Significant advances have been made in Library Services with the addition of another full time librarian and two part-time teacher-assistants. The library is available to all students throughout the day until 3:30 P.M.

As we prepare to open another junior high library with comparable book collections, the secondary school librarians have carefully coordinated their efforts in order to provide adequate services at the three locations. The task of ordering, processing and storing volumes in anticipa-

tion of our move has been very demanding. We have provided part-time secretarial assistance, which has been very helpful in developing new card catalogues, and book cards.

We plan to achieve ALA (American Library Association) standards in reference to number of volumes and library seating capacity in the Fall of 1968 when both junior high libraries will be in full operation.

The Art, Homemaking and Industrial Arts departments have added personnel and new equipment to accommodate their enriched curriculum. The opportunity students have to develop their individual talents and projects has been most noticeable in frequent school and community displays. In particular, the art displays of United Nations week as well as Home-making and Industrial Arts projects during the Christmas season were both colorful and imaginative.

The Service Club made dozens of stuffed animals and other play things for patients at the Tewksbury State Hospital.

The Junior Red Cross prepared a Christmas package for every Andover serviceman serving in Vietnam.

The Student Government in cooperation with Save the Children Federation collected hundreds of pounds of clothing and footwear for the children of Appalachia.

Student Council members sponsored three ice-skating parties during the Christmas Holidays at the Phillips Academy rink in order to expand recreational opportunities for its members.

Over one thousand students were accorded a standing ovation by a capacity audience at the Annual Musical Clubs Concert and Arts Festival. The spectacular finale, which combined the entire orchestra and choral groups in the selection "This Is My Country" was unforgettable. The program was dedicated to Mrs. Miriam McArdle, former Music Director.

A United Nation parade was held in October. One hundred and twenty Andover Junior High School students, carrying flags of member nations marched through the downtown business area. Students dressed in native costumes accompanied the parade and distributed U.N. pamphlets and literature to citizen on-lookers.

At the Final Assembly in June, Mr. James Peebles, Principal of Wellesley Junior High School presented a certificate from the Commissioner of Education to the school in recognition of the successful Evaluation of Its Educational Program.

Miss Helen Loux, a loyal and dedicated teacher at the school for over twenty years, was honored at the Final Assembly. A painting was presented to the school in her honor and it will hang in the renovated school library.

The Junior High ranked in the top 5% of all schools participating in the Iowa Basic Skills test which was gratifying evidence of the effectiveness of the curriculum throughout the system.

In addition, ninety-five ninth grade students were awarded gold certificates by Science Research Associates, Inc., for scoring in the top 10% of their grade nationally on the National Educational Development Tests.

IV.

We are grateful to the community for the sacrifice they have made in providing excellent secondary school facilities. As we contemplate the immediate future the words "critical", "portentous", "challenging" and "major implication" fill the pages of reports on prospective changes in society and implications for education of these changes.

Our staff is in tune with major developments effecting the conduct of education. The crucial role of education is in providing a human identity in the future society.

Kenneth E. Boulding, an economist, expresses a sentiment which sums up the feelings of many educators as they plan programs for the future: "The educational system is peculiarly specialized in the production of people, and it must never lose sight of the fact that it is producing people as ends, not as means. It is producing men, not manpower: people, not biologically generated nonlinear computers. If this principle is stamped firmly in the minds of those who guide and operate our educational system, we can afford to make a great many mistakes, we can afford to be surprised by the future, we can even afford to make some bad educational investments, because we will be protected against the ultimate mistake, which would be to make the educational systems a means, not an end, serving purposes other than man himself."

The accomplishments of the staff and faculty during this year of transition have been commendable. They have displayed the finest professional qualities of dedication and loyalty as they accomplished their individual tasks. I should like also to express my gratitude to Superintendent Erickson and his staff for the wonderful support and encouragement they have given to our program.

**Report of the Acting Principal
at the Andover East Junior High School**

DOROTHY T. PARTRIDGE

As the Andover East Junior High School has at this writing not yet emerged as a separate entity, the report of its accomplishments during 1967 are for the most part contained within the composite report submitted by Mr. Hart.

After my election last spring, I continued to teach Latin and act as head of the foreign language department while also becoming involved as much as possible with the various administrative responsibilities of the principalship. These are well documented in Mr. Hart's report and include the novel experience of computerizing this year's program of studies, including teacher and pupil assignments, in a way that insures a minimum of disruption in the curriculum when the schools divide.

Both Mr. Hart and I interview a great many candidates before recommending those whom we considered most promising and best able to staff the two junior high schools. As often as possible the candidates were observed in the classroom by both a principal and a department head. Selecting teachers is the most significant thing we do; it is both a privilege and a responsibility. We worked on this all spring and into the summer months before we were satisfied with our recommendations to the Superintendent.

When school reconvened last fall, East Junior High's "team" (the principal, assistant principal and two newly elected guidance counselors) started working together to identify problems indigenous to our school. It has been our intent to become acquainted with every possible resource in the community as well as at state level to help us in solving the dilemma of those pupils who do not adjust to school because of serious problems. We have already made significant progress and are especially grateful for the cooperation of our school system's social worker and psychiatrist as well as our clergy, our Andover police force, and the various agencies in greater Lawrence. Parents, too, are eager to help, once the problems of their children are identified and remedies are suggested.

I have been in the classrooms as often as possible, observing the new teachers and making suggestions where necessary or helpful. Although some of them were completely inexperienced in September, they are now emerging as exciting

and dependable young teachers. The associate teacher program discussed elsewhere has helped and challenged the entire faculty.

With the appointment of new department heads for East Junior High, curriculum and teaching methods have come under close scrutiny; room allocations have been discussed; and hopes ride high for a thoroughly upgraded building, physically sound and educationally receptive to junior high students of varying needs and abilities.

As soon as possible, we intend to reconsider the needs of those pupils who would profit from remedial as well as developmental reading. There may be after-school classes for those who need special help in preparing assignments. Many pupils who tell their parents they have "no homework for tomorrow" simply don't know how to go about it even after the teacher explains in class.

As each day passes, history and science in particular add new dimensions. It is impossible for anyone to keep up with the rapid increase of knowledge in all areas. Therefore the responsibility of deciding "what to teach when" rests heavily upon the faculty. At the junior high level we must continue to ensure the mastery of basic subjects like language and mathematics upon which progress in other areas depends. We must also encourage research where it seems profitable and challenging to students of this age.

Since the junior high years are tumultuous at best we intend to relieve unnecessary pressures on students. Effort will be made to preserve a developing responsibility. When innovative methods and material are used, they will be supervised and evaluated in controlled groups and carefully coordinated with the senior high school's curriculum before adoption.

The scores in national achievement tests are impressive, reflecting not only very fine instruction but also the cultural environment, home attitudes, and native intelligence enjoyed by many Andover students.

Both the principal and faculty of Andover East Junior High look forward to maintaining a school program of the highest order, which will be coordinated with that of West Junior High in preparing students for Andover Senior High School.

Being principal-elect of an emerging school, not yet full-fledged, is a novel experience. I wish to thank Mr. Hart for the helpful suggestions he has given me and you, Mr. Erickson, for your encouragement and advice.

REPORT OF THE DIRECTOR OF GUIDANCE

WILLIAM J. IGOE



I submit herewith my tenth annual report as Director of Guidance for the Andover Public Schools.

The addition of five new counselors to the present staff has enormously increased guidance services for school administrators, supervisors, teachers and students at all grade levels within the Andover Public School System.

The full time services of three counselors at the senior high and four at the junior high level, have contributed greatly to the recommended ratio of one counselor to two hundred and fifty to three hundred students. This ratio is strongly recommended by the Massachusetts Depart-

ment of Education as a result of the "Willis-Harrington Report" and by Dr. James B. Conant in his two publications, "The American High School Today" and "The Comprehensive High School." A third full time counselor was added at the elementary level. Currently, there are approximately fifteen school systems within the state that have at least one counselor at the elementary level. It is my goal and objective to eventually have a full time counselor per elementary school building as I feel it is vitally important for the early identification of a pupil's capabilities. Largely through the efforts of the Superintendent, Assistant Superintendent and the School

Committee we were able to add Specialists to our staff. A Social Worker, Joan Ackerman, is now providing services on a full time basis for all school levels. Dr. John Soltys, a Psychiatrist from Harvard Medical School and Dr. Joel Freedman a Clinical Psychologist, are performing invaluable service on a part-time basis.

HIGH SCHOOL

Computer programming, introduced upon the recommendations of the high school administrators and guidance staff, has greatly facilitated the task of arranging schedules of the ever increasing pupil enrollment. The relatively smooth transition from the manual to the computerized method was due largely to the time and effort expended by Robert Perry, Counselor at the senior high school. Additional benefit derived from this type of service is the elimination of the volume of clerical work previously required—thus permitting more time for individual counseling. Reports and studies that normally are time consuming, but necessary, are now completed in a matter of seconds by NEEDS in Cambridge.

Our staff at the senior high school has been greatly implemented due to the capabilities and experience of Miss Marie McLaughlin. The addition of a third full-time counselor has increased counseling time to meet the special needs of all students. It has, also in line with our previous evaluation for accreditation, permitted the counselors to interview both boys and girls. I feel this approach to be far more effective than to have a male counselor counsel boys or a woman counselor handle just girls. The students themselves have reacted very favorably to this approach.

Based on my report last June on the class of 1967, one hundred and seventeen seniors (45%) of a class of two hundred and sixty will attend four-year degree granting colleges and universities. Sixty three students will attend Junior Colleges, Business Schools, Technical and Professional schools. This represents approximately 25% of the senior class. Schools and colleges these students plan to attend cover a wide geographic area representing schools in twenty-six states and two foreign countries. Twelve members of the class were recipients of scholarship awards totaling \$57,160. Additional awards for local scholarships for seniors totaled approximately \$8,000. Thirty-eight students (15%) plan to engage in full time employment. Many of these students planning full time employment have participated in the Greater Lawrence Prep Club. This club, in conjunction with the Greater Lawrence Chamber of Commerce, has been specifically

designed to bridge the gap between the schools and the world of work. The Guidance Department has actively supported and participated in this program since its inception four years ago. Although nineteen students obtained full time employment prior to graduation, thirty eight students were planning to seek full time jobs after graduation. All these students were afforded the opportunity to register with the Massachusetts Division of Employment.

The four year follow-up study of the Class of 1963 shows that more than 80% of our graduates have graduated from a four-year degree granting college. This percentage is high in comparison with the national average which is less than 50%. Year to year follow-up studies are being conducted by the guidance staff.

JUNIOR HIGH SCHOOL

This year three new counselors were added to the Junior High School staff. Two of the positions were newly created to meet our staff needs for the East Junior High School. The additional counselors now provide a more realistic ratio of approximately 300 students to one full-time counselor. This ratio is in line with the recommendations of James B. Conant and the Willis-Harrington report. The counselors of the West Junior High School will occupy the Guidance Suite at the present Senior High School. The facilities are not only adequate but with the additional office space will provide more services for students such as individual testing, career information, audio-visual aids, etc. and in the very near future will allow this space to be used also for an additional full-time counselor which I plan to recommend next September. I hope additional space at the East Junior High school will also be made available if and when renovation take place. In my professional judgment, I know it is absolutely essential that we maintain the existing office space at both Junior High Schools in order to provide better services for the teachers, specialists, students and parents and a more effective guidance program. To deviate from the present facilities, I feel, will result in limited services, especially as the school enrollment grows and this to me would definitely be a step backward.

Much more counseling time has been provided to Junior High students this year due to the increase in staff. In the past due to the large pupil-counselor ratios we had to rely mainly on group counseling sessions—which is less effective than trying to meet the special needs of each individual, although some types of group guidance sessions are necessary at the secondary level.



Sixth graders were given an orientation program at the Junior High School last spring in preparation for their entrance into the seventh grade in the fall. Later in the month the counselors visited each elementary school giving the future seventh graders a chance to have questions answered about the Junior High. In the fall group orientation classes were held for seventh graders. Many topics were discussed mainly dealing with study habits.

In ninth grade group guidance emphasis was placed on staying in school. A film showing the advantages and the necessity of having a high school diploma today was shown to all ninth graders.

The regular testing program with the Iowa Basic Skills tests in seventh and eighth grades and the Otis test in Grade eight was completed in the fall. Percentiles on the Iowa tests in both grades were well above the national norms. The National Educational Development Tests were given in Grade nine. Ninety-five, or 24%, of our ninth graders scored over the ninetieth percentile and were awarded Certificates of Educational Development.

Eighth grade boys visited the Regional Vocational Technical High School and the Essex County Agricultural and Technical High School. The purpose of these field trips were to acquaint the students, at first hand, with the educational program of the schools and the opportunities available to them in the world of work.

ELEMENTARY SCHOOLS

We are moving closer to the goal of one full-time guidance counselor for each elementary

grade school....(adequate space is a serious consideration that, ideally, could be worked out before the next school year starts.)

A greater emphasis is being placed on personality counselling now that the ratio of students to counselors is improving. There are three counselors in the elementary grades this year. When there were fewer than this, the emphasis was on testing, and suggestions, with little opportunity for follow-up.

As part of a team of parents, classroom teachers and reading specialists, the guidance counselors are participating in the diagnosis of students with perceptual difficulties (dyslexia) along with suggestions regarding remediation.

An item analysis of the Iowa Achievement Tests was done this year by an outside computer service. With this detailed information about how students did on the Iowas, the schools are in a far better position to communicate results to the parents, and, the schools are in a far better position to know just where a student has done well, and just where he needs extra help.

The enrichment program for academically talented students has continued this year, with its specific purpose of giving added challenge to superior students. All elementary teachers of grades 3, 4, 5 and 6 were given a book entitled, "Enrichment-Classroom Challenge." This reference book will enable the classroom teacher to give supplementary work and challenge to the more able student. Students of grades 4, 5, and 6 of all schools attended an enrichment program at the senior high school last November. Through the efforts of the school administrators a music program was presented by the Cambridge Brass Quintet.

A member of the elementary guidance staff attended last summer's institute on ungraded classes, while another participated in the Reading Research Institute Program that was established by the Assistant Superintendent for teachers and supervisors of all levels.

In closing, I wish to express my sincere appreciation and gratitude to Mr. Erickson, Mr. Clapp, principals, teachers and the members of the School Committee for all the assistance and cooperation that I, and members of my staff, received this year. I am also especially indebted to the Guidance Department staff for their unselfish devotion and efforts which have contributed so much to the success of the guidance program.

FINANCIAL STATEMENT

DECEMBER 31, 1967



	Salaries	Expenses	Total Expended
1000 Administration	\$ 57,272.31	\$ 16,459.36	\$ 73,731.67
2100 Supervision	37,942.82	190.86	38,133.68
2200 Principals	155,367.81	9,548.39	164,916.20
2300 Teaching	1,826,619.08	73,146.26	1,899,765.34
2400 Textbooks		39,795.09	39,795.09
2500 Library Services	21,174.94	20,212.69	41,387.63
2600 Audio Visual	3,244.50	5,829.31	9,073.81
2700 Guidance	72,906.57	5,501.69	78,408.26
2900 Educational T.V.		2,303.50	2,303.50
3100 Attendance Officer	300.00		300.00
3200 Health Services	20,435.96	4,447.57	24,883.53
3300 Pupil Transportation		113,781.41	113,781.41
3500 Student Body Activities	13,796.28	29,216.08	43,012.36
4100 Operation of Plant	142,779.32	91,600.59	234,379.91
4210 Maintenance of Grounds		5,250.77	5,250.77
4220 Maintenance of Buildings	6,151.60	48,287.37	54,438.97
4230 Maintenance and Repair of Equipment		4,369.07	4,369.07
4240 Replacement of Equipment		15,421.59	15,421.59
5000 Fixed Charges		23,782.92	23,782.92
6000 Community Services		15,015.00	15,015.00
7300 Acquisition of Fixed Assets		42,060.01	42,060.01
9000 Programs With Other Systems or With Other Than Public Schools		5,791.37	5,791.37
	\$2,357,991.19	\$572,010.90	\$2,930,002.09
George Barden Fund	—477.50		—477.50
	\$2,357,513.69	\$572,010.90	\$2,929,524.59

HOW THE SCHOOL DOLLAR WAS SPENT IN 1967

	INSTRUCTION 76.1 %
OPERATION 8.4 %	
AUXILIARY AGENCIES 7.7 %	
REPAIRS AND IMPROVEMENTS 3.8 %	
ADMINISTRATION 2.5 %	
ATHLETICS AND PHYSICAL EDUCATION 1.5 %	

Instruction 76.1%

This item includes salaries of principals, directors, and teachers as well as all textbooks, supplies and instructional materials.

Operation 8.4%

Aproximately 8.4% of the budget is spent for operating our buildings. Custodial salaries and supplies, fuel, light and power, gas, telephones and water costs fall in this classification.

Auxiliary Agencies 7.7%

This 7.7% charge covers such items as libraries, transportation of pupils, promotion of health, including salaries and tuitions.

Repairs and Improvements 3.8%

It is considered sound economy to expend sufficient funds annually to keep the buildings in good repair. Repair and improvements to maintain the plant constitutes 3.8% of the budget expense.

Administration 2.5%

This item represents a budget account towardness and educational administration of the public schools. Central office expenses and salaries, and attendance services are included.

Athletics and Physical Education 1.5%

This item represents a budget account toward the cost of the athletic and physical education program. No salaries for coaches are included.

PERSONNEL
FACULTY
Andover High School

NAME	EDUCATION	ELECTED
Philip F. Wormwood, A.B., Ed. M. Principal	Tufts University	1950
Charles Q. Adams, A.B., A.M. Asst. Principal	Boston College	1962
Benjamin F. Dimlich, B.S., Ed.M. Asst. Principal	Bates College Tufts University	1936
Louis E. Annese, A.B., Ed.M. English	Boston University Boston State College	1964
Barbara Bioren, B.S. Phys Ed. & Health	East Stroudsburg State	1967
John J. Boyle, B.S. English	Salem State College	1962
Patsy Joseph Cambria, B.S., M. Ed. Mathematics	Merrimack College	1967
James W. Carroll, B.S. in Ed. Mechanical Draw., Mathematics	Boston State College Boston State College	1965
Richard Collins, A.B., M.A. Social Studies	Dartmouth College University of Rhode Island	1959
Mary L. Coughlin, A.B. English	Regis College	1963
Judith Crowell, B.A. Spanish	Winthrop College	1967
John J. Curtin, B.A., M. Ed. Social Studies	Merrimack College Salem State College	1965
Frances L. Dalton Art	Museum of Fine Arts Ecole Des Beaux Arts, Paris	1943
G. Arthur Danforth, A.B. Head of Science Dept. - Chemistry	St. Anselm's College	1949
Jeanne T. Danforth, B.S. in Ed. Business Subjects	Salem State College	1965
Elwyn Davis, B.S., M.A. Ed. Biology	Worcester State College	1967
William H. Deacon, Jr., B.S. Science	Univ. of Massachusetts	1965
Joseph A. Dorsey, Jr., B.S., R.P.T. Physical Education	Springfield College New York University	1960
Robert A. Doyle, B.S., M.S. Ed. Mathematics	Boston College Rivier College	1966
Agnes V. Dugan, B.S. in Ed. Head of Commercial Dept.	Boston University	1932
Annetta R. Freedman, B.S. in Ed. Librarian	Ohio State University	1960
Dorothy M. Goclowski, B.A. Spanish	Univ. of Massachusetts	1965
Hattie W. Hannigen, A.B., M.Ed. English	Colby College Boston University	1958
Ruth J. Hatton, B.S. in Ed. Art — (part-time)	Mass. School of Art	1965
Edwin Hawkes Industrial Arts	Maine Technical Institute	Sub.
Sandra P. Hawkes, B.A. English	University of Vermont	1965

Margaret Hawkesworth, B.S. History	Boston University	1945
Louise A. Hayes, B.S., M.A. English	Salem State College Boston College	1963
Owen Hinckley, B.S. Driver Education	Univ. of New Hampshire	1945
Wilbur Hixon, B.E., M.Ed. Head of Social Studies	Plymouth Teachers College	1959
Paul Hopkins, B.S., M.Ed. Biology	Boston College Harvard University	1953
Francis W. Kennedy, Jr., B.A., M.Ed. Chemistry, Biology	Brown University Salem State College	1964
Keng-Jen Lee, M. of P.E. Phys. Ed. & Health	Springfield College	1967
Joan R. Lynch, B.A. Latin	Seton Hill College	1964
Bruce MacDonald, B.A. French	Colby College	1963
John McCusker, B.A., M. Ed. History	Univ. of Virginia	1967
Marie McLaughlin, B.A., M. Ed. Guidance	Rivier College Boston University	1967
Susan McLaughlin, B.A. English	Duke University	1967
Wayne D. Mercer, B. Ed. Business Subjects	Plymouth State College	1967
Forrest Morton, A.B., M.A. History	Tufts University Harvard School of Ed.	1964
James A. Murphy, B.A., M. Ed. Head of Mathematics Dept.	Holy Cross College Tufts University	1963
Marjorie E. O'Dowd, B.S. in Ed. Business Subjects	Salem State College	1959
Elinor B. Olney, B.A. (Substitute) Librarian	Radcliffe College	1967
Rachel Paquin, B.A. Mathematics	Rivier College	1966
T. Albert Perley, B.S., Ed. M. Mathematics	University of Massachusetts Tufts University	1963
Robert B. Perry, B. Ed., M.A. Guidance	Plymouth Teachers College Columbia University	1964
Isabelle Phelan, B.S., Ed. M. Dean of Girls	Tufts University Boston University	1955
Frederick Polgreen, B.S. Social Studies	Springfield College	1963
Peter Prince, B.A., M.A. Head Foreign Language Dept. - French	University of Pittsburg Rivier College	1967
David A. Robichaud, B.A., Ed. M. Social Studies	University of New Hampshire Keene Teachers College	1961
Jo-Ann Samra, B.A. Business Subjects	Notre Dame College	1963
Madeleine K. Simeone, B.S. Home Economics	Framingham Teachers College	1954
Dorothy P. Spector, B.A. French-Latin	Wellesley College	1965

Beatrice L. Stevens, B.S., M.A. Head of English Dept.	Boston University	
Nancy Stockwell, B.A., M.A. English	Salem State College	1935
Virginia Tribou, B.S., Ed.M. Physical Education	Baker University	
Charles A. Vars, B.S. in Ed. Industrial Arts	Kansas University	1967
	Boston University	1963
	Fitchburg State College	1964
William F. Vickers, B.A., M.Ed. Mathematics	Amherst	
Aristotle C. Vurgaropulos, B.S., M.S. in Ed. Biology	Salem State College	1961
Robert C. Wallace, A.B. English	Boston University	
V. Douglas Walshe, B.A. Mathematics	Rivier College	1960
David Wilkinson, B.S., M.Ed. Physics, Science	Kent State College	1966
	Boston College	1967
	Bates College	
	Bridgewater State College	1963

Andover Junior High School

William E. Hart, A.B., Ed.M. Principal	Merrimack College	
Dorothy T. Partridge, A.B. Acting Principal	Boston State College	1956
Richard E. Neal, A.B., Ed.M. Asst. Principal	Boston University	1956
John B. Hughes, A.B., Ed.M. Asst. Principal	Brown University	
David Adelman, B.A., M.A. French	Salem State College	1959
Lee H. Allen, B.A. (Sub.) Math-Science	Merrimack College	
Robert W. Bachmann, B.S. Director of Audio-visual, Science	Boston State College	1958
Drummond Bisset, B.S. Science	Goddard College	
Theodore C. Boudreau, B.S., M.Ed. Science	New York University	1967
Ann E. Boyd, A.B. French-Spanish	Harvard College	1967
Sally Buono, B.F.A. Art (part-time)	Bridgewater State College	1956
Elizabeth Cahoon, B.A., Ed.M. Guidance	Arizona State College	1953
Marian F. Chittim, A.B. Latin, English	Seton Hall University	
Dorothy Christopher, B.S. Physical Education	Boston College	1957
Suzanne Coates, LLD French	Grove City College	1967
Roger A. Coelho, B.S. in Ed. Mathematics	Mass. College of Art	1967
	Boston University	1967
	Univ. of New Hampshire	1964
	Boston University	1963
	Brussels Univ., Belgium	1962
	Bridgewater State College	1966

M. Adelaide Coleman, A.B. English	Emmanuel College	1957
Janet J. Conte, A.B., Ed.M. French	Boston University	1961
Katharine I. Cronin, B.S., M.S. in Ed. Librarian	Calvin Coolidge	1965
Emily L. Danforth, B.S. Homemaking	University of Maine	1963
Raymond Danielson, B.S. Guidance	University of New Hampshire	1967
Robert R. Deacon, B.F.A., M.Ed. Guidance	Mass. College of Art Salem State College	1961
Ansi DeCesare, A.B., M.A. Head of English Dept.	Calvin Coolidge Boston University	1945
Bruce Dewire, B.S., M.Ed. Social Studies	Boston University Framingham State College	1967
Mary T. Donahue, B.S., Ed.M. Special Class	Salem State Teachers College Boston University	1946
Stanton Donnelly, B.S., M.Ed. Mathematics	Salem State College	1967
Frances D. A. Drew, B.S. in Ed. Home Economics	Framingham State College	1954
Ralph B. Duncan, B.S. Social Studies	Tufts University	1961
Paul V. Dunlap, B.S. English, Social Studies	Boston College	1960
Helen M. Enman, B.S. Science	Framingham State College	1958
Patrick J. Finnigan, A.B. Social Studies	St. Anselm's College	1963
Paula Gaynor, B.S. (part-time) Home Economics	Framingham State College	1967
Josephine R. Genovese, B.S. Art	Mass. College of Art	1957
Barbara E. Gerry, B.A. Mathematics	University of Massachusetts	1965
William B. Godfrey, B.S., M. Ed. Mathematics	Syracuse University Boston University	1960
Winthrop J. Green, B.A., M.A. Mathematics	University of Massachusetts Staley College	1962
Eileen Grudenski, B.A. Science	Merrimack College	1967
Nora T. Harrison, B.S. English, Reading	Lowell State College	1966
James L. Hartmann, B.A. English	St. John's University	1965
Robert Hatem, A.B. Science	Merrimack College	1967
Catharine Hitz, B.A. English	Keuka College	1967
Ruth Hurka, B.A. French-Spanish	Northwestern University	1967
Sue Ann Hutchinson, A.B. English	University of Miami	1967

Nancy Jacobson, A.B. Librarian	University of California at Berkeley	1967
Harry Jamkochian, B.S. Head of Science Dept.	University of Rhode Island	1959
Kathleen Johnson, B.A. Mathematics	University of Massachusetts	1967
John J. Kennedy, A.B., M.Ed. Social Studies	Boston College	
Charles A. Labelle, Jr., B.S., M.S. Physical Education	Salem State College	1966
Mary D. LaCouture, A.B. English, Reading	Keene Teachers College	1964
Mary Leahy, B.S., M.Ed. Soc. St. and Phys. Ed.	Springfield College	
Catherine Linehan, B.A., M.Ed. English	Regis College	1962
Karl Lippmann, B.S. Phys. Education	Lowell State Teachers College	
Priscilla Lucy, B.S. English	Boston State College	1967
Paulette M. MacMillan, B.S. English, French	Notre Dame	
Thomas Malone, A.B., M.Ed. Mathematics	Boston University	1966
Katherine E. McCarthy, B.S. Ed.M. Physical Education	University of Massachusetts	1965
Donald J. McCaffrey, A.B., M.A.O. Science		
Sandra J. Miller, B.S. English	Salem State College	1967
Robert L. Miner, B.A., M.A. Social Studies	Boston College	1965
Ann Monahan, B.A. English	Northeastern University	
Helen P. Monell, B.S., M.A., Ed. D. Science	Boston College	1967
Ruth G. Nelson, A.B., Ed. M. Head of Math Dept.	Lowell State College	
Helen C. Parker Remedial Reading	Boston University	1959
Adele Phillips, B.F.A. Art	University of New Hampshire	
John L. Powers, B.S., M.A. Mathematics, Industrial Arts	Staley College	1967
Kenneth P. Sanford, A.B., M.A.T. Mathematics	Ohio University	1966
Gerald Silverman, B.A., M.Ed. Social Studies		
Mary Sipsey, A.B., M.Ed. Social Studies	Wesleyan College	1967
Donald C. Skelton, B.S. Ed. Mathematics	Fitchburg Teachers College	
Sandra P. Staffier, B.S. English	Staley College	1963
	Boston College	1965

Richard Stevens, B.S. Science	Springfield College	1967
Joseph Sullivan, A.B. (Substitute) Industrial Arts	Merrimack College	1967
Roberta W. Sullivan, B.A. General Science	Merrimack College	1966
Katherine Sweeney, B.S., Ed.M. Guidance	Salem Teachers College Tufts University	1940
Richard Swift, B.S. Physical Education	Springfield College	1963
Elizabeth Taylor, B.A. English, French	Lake Forest College	1967
Anthony Temmallo, B.S., M. Ed. English	Boston College	1967
Margaret L. VanDewoestine, B.A. Social Studies	Monmouth College	1960
Robert Walmsley, B.S., Ed.M. Industrial Arts	Fitchburg Teachers College Salem State College	1958
Pamela Wheeler, B.A. English	Colby College	1967

Central Elementary School

Catherine M. Barrett Principal	Salem State College	1924
David Amundsen, B.S. Physical Education	University of Mass.	1967
Margaret Bascom, A.B., Ed. M. Grade 2	Mt. Holyoke, Wheelock Boston University	1944
Winnifred Brookover Grade 3	Aroostook State College	1950
Mary Collins Grade 2	Fitchburg State College	1935
Helen Cromie Grade 2	Framingham State College	Sub.
Marilyn W. Cronin, B.S. Kindergarten	Rhode Island College	1964
Jennie Domingue, B.S. in Ed. Grade 4	Lowell State College	1954
Elizabeth Dowd Grade 5	Lowell State College	1945
Marjorie Jones Grade 1	Salem State College	1949
Penny Ann Kelley, A.B. Grade 3	Boston University	1965
Dorothy Kyle, B.S. in Ed. Grade 5	Lowell State College	1934
Edna M. Lounsbury Grade 3	Salem State College	1951
Louise B. McQueston Grade 3	Kansas State Teachers	1948
Jean E. Moore, B.S. in Ed. Grade 1	Salem State College	1965

Cynthia C. Noone, A.B., Ed.M. Grade 4	Boston University	1951
Mina Noyes Grade 5	Salem State College	1926
Ann O'Connor, A.B. Grade 5	Merrimack College	1967
Mary O'Connor, B.A. Grade 1	Newton College of Sacred Heart	1964
Dorothy B. Runyan, B.S. in Ed. Grade 2	University of Maine	1951
Elinor Stanley Kindergarten	Lesley College	1951
Barbara Steinhacker, B.S., M. Ed. Grade 4	Boston University	1967
Helen Thompson Grade 4	Salem State College	1946
Elaine Williams, B.S. Kindergarten	Lowell State College	1963
Adeline M. Wright, B.S. in Ed. Grade 1	Lowell State College	1937

Stowe School

George Walsh, B.S., M. Ed. Teacher-Principal, Grade 6	University of Dayton Salem State College	1962
Mary C. Boyle, B.S., Ed.M. Grade 6	Lowell State Teachers College Fitchburg Teachers College	1945
Virginia Broe, B.S.E., M.Ed. Grade 6	Boston State College	1967
Lowell Canovitch, B.S., M. Ed. Grade 6	Northeastern University Salem State College	1967
Sumner A. Fox, A.B., A.M., C.A.G.S. Grade 6	Colby College Harvard Graduate School	1962
Norma McCabe, B.S. Grade 6	Lowell State College	1967

Jackson School

Anna Flynn Walsh, B.S., Ed. M. Special Class Head	Lowell Teachers College Boston University	1944
Mary Lou Huffling, B.A. Primary Special Class	Greensboro College	1967
Jane O'Rourke, B.S. in Ed. Adjustment Class	Lesley College	1963
Evelyn Sullivan, B.S. in Ed. Trainables	Lowell State College	1966

Henry C. Sanborn School

Joseph M. Normandy, Jr., B.S., Ed.M. Principal	Boston University Boston State College	1951
Hester S. Ames, B.Ed., M. Ed. Grade 5	Plymouth Teachers College Northeastern University	1965
Florence Andersen, B.S. Kindergarten (part-time)	Bridgewater State College	1963

Mary T. Bartow, B.A. Grade 1	Keuka College	1964
Martha A. Beaton, B.A., M.Ed. Grade 4	Guilford College	
Jean Beaulieu, B.S. in Ed. Kindergarten	Salem State College	1963
A. Freda Bisbee, Grade 1	Lowell State College	1962
Bonnie Jean Browning, B.S. Grade 2	Lesley College	1950
Mary Lou Carrine, B.S. Grade 2	Wheelock College	1966
Jane DeFranco B.A., M.Ed. Grade 3	Danbury Teachers College	1962
Virginia A. Finn, B.S. Grade 4	Nazareth College	1967
Dorothy Gaffney, B.A. Grade 6	State University of New York	
Patricia F. Karl, B.S. in Ed. Grade 6	Salem State College	1964
Susan Kent, B.S. in Ed. Grade 3	Rivier College	1959
Mary T. LaMedica, B.S. Grade 6	Lowell Teachers College	1965
Marie T. McCarron, B.S. Grade 5	Salem State College	1967
Patricia McGarry, B.S. in Ed. Grade 2	Salem State College	1966
Martha Meaney, B.A. Grade 3	Lowell State College	1963
Dorothy Minzner, A.B., M. Ed. Grade 2	Oklahoma State College	1967
Robert Mirisola, B.S., Ed. M.A. Grade 5	Newton College of Sacred Heart	1967
Judith Naill, B.A. Grade 1	Boston University	
Eunice O'Hagan, B.S., Ed. M. Grade 1	Salem State College	1953
Ann E. O'Neil, B.S. in Ed. Grade 4	Salem State College	1967
Lillian Parker, (Substitute) Grade 2	Hood College	1967
Elizabeth P. Romeo, B.S. Kindergarten	Lowell State Teachers College	
	Boston University	1948
	Lesley College	1962
	Framingham State College	1967
	Columbia University	1965

Shawsheen Elementary School

Edward Regan, B.S., M.A., C.A.G.S. Principal	Fitchburg State College	
Madeline Christopher, A.B., M.Ed. Grade 3	Fairfield University	1967
Kathleen M. Doyle, B.S. in Ed. Kindergarten	Salem State College	1961
	Lesley College	1961

Rita Dubrule, B.S. in Ed. Grade 6	Lowell State College	1962
Pauline Durgin, B.S., M.A. Grade 5	Lowell Teacher's College Calvin Coolidge	1954
Margaret Fingleton, B.A., Ed.M. Grade 5	Boston University Fitchburg College	1954
Eleanor T. Finnegan, B.S., M.S. in Ed. Grade 3	Lowell State Teachers College Fitchburg State College	1966
Virginia Garland, B.S. in Ed., Ed.M. Grade 4	Lowell State Teachers College Northeastern University	1959
Angela Goldsmith, B.S., M. Ed. Grade 1	Salem State College	1967
Martha S. Howe, Grade 1	Wheelock College	1946
Rosemary Keene, B.S. Grade - Primary level	Salem State College	1967
Florence McCarthy, B.S., M.A. Grade 4	Lowell State Teachers College Calvin Coolidge	1937
Jacqueline McGovern, B.S. Grade 1	Lowell State College	1967
Frances S. St. Germain, B.Ed. Grade 6	Rhode Island College	1955
Ann Tartar, B.S. Grade 2	Oklahoma State Univ.	1967

South Elementary School

Earl E. Simon, B.S., M. Ed. Principal	Lowell State College	1960
Christine Alessandroni, B.A. Grade 5	University of Massachusetts	1967
Deborah Blumberg, A.B. Grade 4	University of Michigan	1967
Irene Crane, B.S. Grade 1	Salem State College	1967
Jane Collins, B.S. Grade 3	Lesley College	1962
Marion D.C. Fahey, B.S. Grade 2	Framingham State College	1965
Lorane Hajjar, B.S., M.Ed. Grade 4	Lowell State Teachers College Salem State College	1967
Barbara L. Hanscom, B.Ed. Grade 5	Keene Teachers College	1964
Anne Claire Hart, A.B., Ed.M. Grade 2	Emmanuel College Calvin Coolidge	1964
Barbara Johnson, B.S., Ed. M. Grade 4	University of New Hampshire Salem State College	1965
Maureen T. Mangiaglia, A.B., B.S., Ed.M. Grade 3	Emmanuel College Salem State College	1957
C. Christine Maynard, B.S. in Ed. Grade 2	Boston University	1960
Therese McAndrew, B.A. (part-time) Grade 1	Seton Hall College	1967
Geraldine Nickmeyer, B.S. (part-time) Grade 1	University of Pittsburgh	1967

Sheila M. O'Leary, B.S. in Ed., M.Ed. Grade 5	Lowell State Teachers College	
Alice G. O'Toole, B.A. Grade 3	Salem State College	1964
Margaret C. Sawyer, B.S. Kindergarten	Trinity College	1955
Georgia E. Stanley, B.S. in Ed. Grade 1	West Texas College	1966
Mary Lou Shea, B.S. in Ed. Grade 1	Tufts University	1965
Ruth Stebbins, B.A. Kindergarten	Lowell State College	1958
Gloria Turgiss, B.S. Kindergarten	University of Massachusetts	1967
Elvira Usher, B.S., M. Ed. Grade 6	Bridgewater State College	1962
Nancy B. Wegge, B.S. Grade 3	Gorham State Teachers College	
	Boston University	1967
	Fairleigh Dickinson	1966

West Elementary School

Isabelle Dobbie, B.S. in Ed. Principal	Lowell State College	1946
Margaret Calderwood, B.S., M.A. Kindergarten	Columbia University	
Saundra Cohen, A.B. Grade 1	Paterson State College	1967
Hazel Cox, B.S. in Ed. Grade 4	Brooklyn College	1967
M. Rita Cronin Grade 3	Lowell State College	1960
Eleanor Daniels, B.S. in Ed. Grade 5	Lowell Teachers College	1949
Agnes D. Devejian, B.S., Ed. M. Grade 1	Lowell State College	1953
Charles Donovan, B.S., M. in Ed. Grade 4	Simmons College	
Alice A. Dunn, B.S. in Ed. Grade 2	Boston University	1960
Robert Ford, A.B. Grade 4	University of Massachusetts	
Martha L. Giargiari, B.S. Grade 6	Salem State College	1962
Margaret E. Haag, B.S., M.A. Grade 2	Boston College	1954
Gladys E. Hart, B.S. in Ed. Grade 6	Gordon College	1965
Julia Lee, B.S. in Ed. Grade 3	University of Tampa	1966
Claire Nicolosi, B.S. in Ed. Kindergarten	State College, Lacrosse, Wisc.	
Barbara Puzio, B.A., M.Ed. Grade 5	Northwestern University	1966
	Lowell State College	1952
	Lowell State College	1956
	Framingham State College	1967
	Hunter College	1958
	Northeastern University	

Irene Walsh, B.S. in Ed. Grade 4	Lowell State College	1954
Catherine Wojtkun, B.A. Grade 3	University of Massachusetts	1967

Supervisors and Special Instructors

Joan Ackerman, B.A., M.A. Social Worker	University of Chicago	1967
June E. Anderson, A.B., M.A. Elementary French	Tufts University Boston University	1960
Elizabeth C. Bennett, B.A., A.A. Elementary Art	Nathaniel Hawthorne University of Miami	1966
Maxine Calt Accompanist, Music		1966
Isabel J. Chlebowsky, B.S. Elementary Physical Education	Boston University	1957
J. Everett Collins Music, Vocal		1963
Alice C. Currier, B.S. in Ed. Elementary Art	Mass. College of Art	1963
Marie T.H. Dorion, A.B., Ed. M., C.A.G.S. Elementary French	Boston University	1964
Joel Friedman, B.A., M.S., Ph.D. Consultant Psychologist	Texas Tech. College	1967
Keith H. Gould, B.S. in Ed., M.M. Music, Vocal	Arizona State College Boston University	1959
Edward P. Grigoli, B.M., M.M. Dept. Head-Music, Instrumental	N. E. Conservatory of Music Boston University	1958
Malcolm Hart, A.B., M.Ed. Elementary Guidance	Merrimack College Boston University	1967
Carol Hooper, B.S. in Ed. Remedial Reading (part-time)	Salem State College	1967
David Huston, B.S. Elementary Physical Education	Northeastern University	1967
Virginia C. Inman, B.S. in Ed., M.Ed. Remedial Reading	Mansfield Teachers College Boston University	1957
Shelia LaMontagne, M.A. Remedial Reading (part-time)	Northeastern University	1967
Thomas R. McKenna, B.A., M.Ed. Elementary Guidance	Suffolk University Boston University	1962
Mildred J. Moore, B.M. Elementary Music - Vocal	N.E. Conservatory of Music	1964
Theresa Murphy, Ed. M. Remedial Reading - Supervisor	Boston University	1967
Rosemary B. O'Neill, B.A., M.Ed., C.A.G.S. Elementary Guidance	Boston College Boston University	1966
Judith A. Palmer, B.M. Elementary Music	Boston University	1966
Robert Shapiro, M.Ed. Hearing & Speech Therapist	Ithaca College State College at Boston	1967
Nancy Smith, M.Ed. Remedial Reading (part-time)	Simmons College Northeastern University	1967
John J. Soltys, Jr., M.D. Child Psychiatrist	Harvard Medical School	1967

Dorothy Stackpole, M.Ed. Remedial Reading	Boston University	1967
Joan Takesian, B.M.E. Music	Lowell State College	— 1967
Linda M. Wood, B.M. Music - instrumental	University of Rochester	1964
Joan Duffy, A.B. Remedial Reading, P.E.R.C.	University of Michigan	1967
Adelaide Holley, B.A. Remedial Reading, P.E.R.C.	Tufts University	1967
Janet Watson, B.A. Remedial Reading, P.E.R.C.	University of California	1967

Leave of Absence

Jane H. Sweet, B.S. in Ed. (Sabbatical Leave)	Bridgewater State College	1956
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Secretaries

Office of the Superintendent of Schools

Mrs. Higus Asoian
Mrs. David H. Batchelder
Mrs. George Blaine

Andover High School

Mrs. Francis Connolly
Mrs. Wilbur Hixon
Mrs. Robert MacMackin

Andover Junior High School

Mrs. William Dolan
Mrs. Charles Bowman
Mrs. James Hedrick

Central Elementary School

Mrs. Francis W. Bailey
Shawsheen and West Elementary School

Mrs. Frederick Winn

Cafeterias

Mrs. Elden Salter

Mrs. Sherman Drake
Mrs. Archibald J. McMillan
Mrs. Merrill Rouff

Mrs. Arthur Poschen
Mrs. Malcolm Skinner
Mrs. James White

Mrs. Roy Russell
Mrs. Donald Spinney
Mrs. George St. Jean
Sanborn Elementary School
Mrs. Donald Dustin
South Elementary School
Mrs. Curtis S. Scholtz

Custodians

Maintenance Man

Elmer O. Peterson

Andover High School

Frank Emmert Roger Whitcomb

George Locke

Andover Junior High School

Higus Asoian (also Stowe)

George Connors

Joseph Hastings

Robert McClory
Wilfred Svenson

Carl Holt
Melvin Nicoll
Manuel Silva

Central Elementary School

Roland Masse

Clyde Mears

Norman Ross

Central Boiler Plant and Grounds

Alfio Sapuppo

Henry C. Sanborn School

Benjamin Miller

Edward O'Hagan

Leo Shiebler

South Elementary School

John Darby

Walter Disbrow

Terrence Finnerty

West Elementary School

Francis Henrick

Rudolph Johnson

Shawsheen Elementary School

James Ruxton

Morris Williams

Unassigned (new men)

Ralph Couture

Leo Lynch

John Kiesling

Leo Slombo

Bus Drivers

Joseph Brouillard

James Nicholas

Thomas Christopher

Forrest Noyes

Joseph W. Connor

Frank Peterof

Donald G. Craig

Richard Quinn

Granville Cutler

Sarkis Sarkisian

Sam DeSalvo

Augustine Sheehy

George Dumont

Albert Vartabedian

Essav Eossoian

William Watson

Gordon Hall

Charles West

Other Transportation

Mary Connor

Yvonne Dumont

Dorothy Piercy

THE ONE HUNDRED EIGHTH COMMENCEMENT EXERCISES
OF THE ANDOVER HIGH SCHOOL
MEMORIAL AUDITORIUM

June 9, 1967
Program

PROCESSIONAL — “Priests’ March” from Athalia	<i>Mendelssohn</i>
ORCHESTRA	
PRAYER	REV. J. EDISON PIKE Rector, Christ Episcopal Church President, Trustees of the Punchard Free School
SALUTE TO THE FLAG	WILLIAM ALAN GIBLIN
THEME: “Personal involvement in a changing world.”	
ESSAY — “A Tribute”	LINDA MAY GILMORE
MUSIC — “The Heavens Are Telling” from The Creation	<i>Haydn</i> (Soprano, Deborah Cole; Tenors, Alan Mattheson, Margaret Massaro; Baritone, Stephen Kearn)
A CAPPELLA CHOIR	
ESSAY — “Finding a Place in an Impersonal World”	LESLIE DOW SCHILLER
ADDRESS TO GRADUATES	PHILIP F. WORMWOOD Principal, Andover High School
PRESENTATION OF PRIZES	PHILIP F. WORMWOOD Principal, Andover High School
PRESENTATION OF SCHOLARSHIPS	EDWARD I. ERICKSON Superintendent of Schools
ESSAY — “The Patience of Job”	MARCIA DIANNE COHEN
MUSIC — “Graduation Day”	<i>Sherman</i> Senior Members of A CAPPELLA CHOIR
PRESENTATION OF GRADUATES TO SCHOOL COMMITTEE	PHILIP F. WORMWOOD Principal, Andover High School
ADDRESS TO GRADUATES	DR. LOUIS J. GALBIATI, JR. Chairman, School Committee
PRESENTATION OF DIPLOMAS	MRS. R. MILTON COLE MR. WILLIAM A. DOHERTY MR. FREDERICK P. FITZGERALD DR. RICHARD A. KATZ Members of School Committee
ANDOVER HIGH ALMA MATER — “Dedication”	Music by BARRY LOW Class of 1963 Words by MR. AND MRS. KEITH GOULD
BENEDICTION	REV. PAUL T. KEYES St. Robert Bellarmine’s Church
RECESSIONAL — “Pomp and Circumstance”	<i>Elgar</i>
ORCHESTRA	

Graduating Class of 1967

- | | |
|-------------------------------|------------------------------|
| *John Quincy Adams | Carol Louise Desjardin |
| Marcia Kay Anderson | Charles Lewis Desjardin |
| Phyllis Paula Apitz | †Beverly Ann Desmet |
| Carol Anne Archambault | *Donald Andrew Dewhurst, II |
| Steven Charles Bailey | John Joseph Deyermond |
| *†Andrea Susan Barenboim | Raymond Dillard |
| *†Anne M. Barker | Bradley Keith Dimmock |
| Gilbert Anthony Barrett, Jr. | *John Francis Diodati |
| James Sidney Batchelder | *†Barbara Ellen Dolan |
| *†Susan Battles | George Edward Douty, Jr. |
| Patricia Ann Bayliss | Eileen Mary Doyle |
| Janis Ruth Beasley | Guy Timothy Drake |
| Richard Edgar Beasley | Sharon Mary Dunn |
| *†Elizabeth Ann Belanger | Elizabeth Jean Dustin |
| George Henry Belanger | Teresa Rose Eckerman |
| David Lodge Benson | Dennis Edmondson |
| Carol Lynn Borrelli | Patricia Mary Egan |
| James Richard Bourque | David Allen Emmert |
| Joan Christine Breitengross | Paula Ruth Essaimbre |
| Paul Francis Briggs | Elaine Ferdenzi |
| Keith Allen Bronson | Daniel Francis Ferris, III |
| Jean Elizabeth Buck | *†Susan Lorraine Fisk |
| Nancy Jane Burnham | Catherine Dorothy Fitzgerald |
| Kathryn Irene Burt | *†Joanne Carol Fitzpatrick |
| Andrew Augustine Caffrey, Jr. | Jeannette Elaine Forma |
| Joyce Anne Campbell | Denise Irene Fournier |
| Diane Elizabeth Cannon | Michael John Furey |
| Dennis George Cargill | Valorie Lynn Gardner |
| Peter Douglas Carmichael | Jon Patrick Garvey |
| Robert Walter Carney | John Clifford Gaudet, Jr. |
| Francis Edward Carroll | *†Helen Spring Gaunt |
| Marlene Dilys Carter | *†Diane Elizabeth Giampa |
| Jeffrey Craig Cassidy | Dennis Giata |
| Edythe Ann Chalifour | William Alan Giblin |
| *†Sandra Ann Churchill | Nancy Gill |
| Janet Marie Clapsaddle | Brian Ralph Gilman |
| *Lincoln Orr Clark | *†Linda May Gilmore |
| Donald Robert Close | Vincent Walter Gloddy |
| *†Marcia Dianne Cohen | John Stanley Godek |
| Deborah Cole | *†Deborah Ruth Godin |
| *†Susan Catherine Cooper | Richard Lee Goldthwaite |
| John Joseph Corey | William Bartlett Gower |
| Joan Elizabeth Crowley | Karen Ann Greene |
| Linda Louise Culbert | Richard Manton Greene |
| Gretchen Currier | *†Robert John Hadam |
| *Thomas Henry Deacon | Robert Edward Hall |
| *David Curtis Dearborn | Laurence Garland Hanson |
| Linda Ellen Delaney | David Gregory Harding |
| Donna Marie Demers | Mary Anne Harding |
| Lynne Jean Demers | Richard Hall Harnden |
| Judith Marie DeQuattro | Jonathan Daniel Hatch |
| Rosalie Susan DeQuattro | Sally Ann Hatch |
| Alan Ross DeRosa | Donald George Hayles |

Robert Leo Hefner	Richard Charles McIntylre
William Edwin Hemsworth	Donald Bruce McKinnon
Linda Jean Herr	Celeste Marie Medici
Carol Ann Higgins	Harry Sutton Messersmith, III
Robert David Hindman	Alfred Charles Messina
*†Roger Clarke Hinman	Joseph James Messina
Kenneth Wayne Hoffman	Stephen Joseph Misenti
William George Howard	Pamela Fay Mitchell
Pauline Mary Howarth	*James Geddes Monroe
Candace Shaul Hunt	William Joseph Monroe
Maureen Elizabeth Hurley	Bruce Samuel Moody
James Thomas Johnson	Stephen Francis Mooney
Lorraine Johnson	*†Mary Kathleen Moore
Robert Halstein Johnson	Thomas Edward Moore
Charles William ohnston	Jacquelyn Moriarty
Bruce Person Kauppila	Marilyn Edith Mottolo
Ronald Charles Kearn	Kerridan Ann Murphy
Stephen Warren Kearn	Robert Wilson Neil, Jr.
Joyce Anne Keating	George Prescott Neunzer
Gardner Perry Kellogg	*†Delora Mary Newton
Virginia Klie	Sandra Louise Nicoll
Lewis Thomas Koravos	Ellen Marie Nicolaisen
Patricia LaChance	*Nancy May Norris
Elaine Ann Lampariello	Susan Elizabeth Ober
Sharon Mary Langevin	Barbara Jean O'Neil
*William Vaughan Lawson	Christine Elizabeth Oteri
Kristen Donna Lee	Agnes Patricia Ottaviano
Paula Ann Leszczynski	Elaine Marie Ouellet
Kathryn Ruth Levi	*†Kenneth Bruce Ozoonian
Cynthia Iranette Lewis	Janice Lee Parent
Joseph Nicholas Loffredo, Jr.	Joanne Marie Parr
Edith Joyce Loring	Keery Joseph Payne
*Jeannie Lowe	*Jacqueline Elaine Penny
Richard George Lussier	Donna Fay Marie Pepin
Michael Augustine Lynch	*Carl Branson Phillips
*Carol Ann MacInnes	Richard Earle Piercy
Susan Irene Mackie	Alice Elizabeth Pike
Patricia Macklin	Randall Grant Poirier
Lynda Jean MacLeish	Pamela Royce Porter
Michael Charles Magri	Henry Whittier Porter, II
John Francis Maguire	Barbara Jean Poschen
*†Karen Anne Mahanke	Gay Elizabeth Poschen
Daniel Joseph Mailloux	Elizabeth Claire Prout
Phyllis Joy Mailloux	Raymond Carlo Pucci, Jr.
Jeffrey Alan Marcoux	Peter Raymond Rawlings
Richard William Marden	*Mary Ellen Reardon
Alan Edward Marotta	Robert Alan Richards
George Wallace Marsden, Jr.	Frank Paul Rindone
Margaret Ruth Massaro	Kathleen Ann Robertson
Robert Glen Mathieson, Jr.	Michele Mary Rohmer
Alan Richard Mattheson	*†Janet Louise Roscoe
Catherine Dierdre McCann	Lionel Herve Roy, Jr.
David Thomas McGrath	Michael John Ruggiero

*Jacqueline Ryder
 *†Lynne Sabbagh
 Cheryl Lee St. Germain
 *†Denice Ann St. German
 Cynthia Marie Schadlick
 *†Leslie Dow Schiller
 Neil Barry Schneider
 Carol Scott
 Kathleen Scott
 Linda Jane Seikunas
 Andrew Harris Shapiro
 John William Shea
 Colin Arthur Sherry
 *†William David Shuford
 *Thomas Sirois
 Ronald Harlan Stanwood
 Gary Clark Stedman
 *Jane Alice Stewart
 Christopher Corkran Street
 Joseph Anthony Sullivan
 Mary Sheila Sullivan
 Fred Wilson Sunderland, Jr.
 Joseph John Tabacco, Jr.
 Medkham Thammavong
 Jane Thelma Thomson
 Stephen Joseph Tobin

Stephen John Trachym
 Scott Leonard Traub
 Joann Trzcinski
 John James Twomey
 *Christina Ann Urquhart
 Ronald Valentine
 *†Lissa Karen Vogt
 Dianne Marie Wagner
 Bruce Melvin Walker
 Gwendolyn Helen Warwick
 Holly Washburn
 Jennifer Emily Watson
 Pamela Jean Welch
 Sandra Jean West
 Robert Bruce Westaway
 Frances Jean Whelan
 Walter James Whinn
 Donna Ruth Whitton
 Sharyn Louise Wilson
 Steven Christopher Wilson
 Gretchin Murman Witman
 Carol Lindley Wright
 Gary Robert Wright
 Joan Ann Wrigley
 Joseph Paul Znamierowski
 Michael Zoglio

Receiving Diplomas Post Comites

John Rodney Ball, III
 George Rice Harris

* Members of National Honor Society

† Graduating with honors



HONORS

The following graduates are honored because of their outstanding work in the subjects indicated.

NAME	HONORS IN		
JOHN Q. ADAMS	Instrumental Music	ROBERT J. HADAM	English
MARCIA K. ANDERSON	Choral Music		Mathematics
STEVEN C. BAILEY	Art	ROBERT E. HALL	Physical Education
ANDREA S. BARENBOIM	English	DONALD G. HAYLES	Social Studies
	French		Physical Education
	Science		Mathematics
	Social Studies		Science
ANNE M. BARKER	French	LINDA J. HERR	Art
	Social Studies	CAROL A. HIGGINS	Art
JAMES S. BATCHELDER	Art	ROGER C. HINMAN	Mathematics
ELIZABETH A. BELANGER	Bookkeeping		Technical Drawing
	Office Practice	JAMES T. JOHNSON	Industrial Arts
	Shorthand	WILLIAM V. LAWSON	Technical Drawing
GEORGE H. BELANGER	Industrial Arts	KRISTEN D. LEE	Art
NANCY J. BURNHAM	Instrumental Music	EDITH J. LORING	Art
SANDRA A. CHURCHILL	English	JEANNIE LOWE	Art
	Mathematics	RICHARD G. LUSSIER	Instrumental Music
	Social Studies	CAROL A. MACINNES	English
JANET M. CLAPSADDLE	Choral Music		French
MARCIA D. COHEN	English	SUSAN I. MACKIE	Shorthand
	French	KAREN A. MAHANKE	Instrumental Music
DEBORAH COLE	Choral Music		Social Studies
SUSAN C. COOPER	English	ALAN R. MATTHESON	Choral Music
	French	ALFRED C. MESSINA	Art
	Mathematics	PAMELA F. MITCHELL	Instrumental Music
	Science	MARY K. MOORE	English
	Social Studies		Social Studies
THOMAS H. DEACON	Instrumental Music	DELORA M. NEWTON	Office Practice
DAVID C. DEARBORN	Social Studies		Shorthand
BEVERLY A. DESMET	French	KENNETH B. OZOONIAN	Social Studies
RAYMOND DILLARD	Physical Education	JACQUELINE E. PENNY	English
JOHN F. DIODATI	English	RAYMOND C. PUCCI, JR.	Social Studies
	Social Studies	JANET L. ROSCOE	English
BARBARA E. DOLAN	Science		Science
	Social Studies	LYNNE SABBAGH	Social Studies
TERESA R. ECKERMAN	Art		English
SUSAN L. FISK	English		French
	French	DENICE A. ST.GERMAIN	Mathematics
	Mathematics	LESLIE D. SHILLER	French
	Physical Education		English
CATHERINE D.			Mathematics
FITZGERALD	Art		Science
JOANNE C. FITZPATRICK	French	JOHN W. SHEA	Social Studies
HELEN S. GAUNT	English	WILLIAM D. SHUFORD	Physical Education
WILLIAM A. GIBLIN	Physical Education		Social Studies
LINDA M. GILMORE	English	JANE A. STEWART	English
	French	CHRISTINA A. URQUHART	Physical Education
	Science	LISSA K. VOGT	Physical Education
	Social Studies		Social Studies
WILLIAM B. GOWER	Physical Education	SANDRA J. WEST	Instrumental Music
			Physical Education
		GRETCHEN M. WITMAN	Instrumental Music

PRIZES - AWARDS FOR GRADUATION JUNE 9, 1967

The Harvard Club Prize Book to the Junior boy with the highest scholastic record for the past three years.

Book — David Konjoian

The William A. Doherty (Class of 1925) Prize, for the member of the Senior Class who, in the judgement of the headmaster, has best exemplified the ideals of character and unselfishness in the furtherance of the interest of the school

\$5.00 awarded to William Giblin

Two prizes for improvement in Mathematics during the year to be given to the members of the Senior Class in memory of Lt. Commander Allan C. Edmands, Class of 1929

\$15.00 awarded to Roger Hinman

\$10.00 awarded to Sandra Churchill

The American Legion Post #8 Prize for Excellence in the study of the constitution of the United States.

\$4.00 awarded to Samuel Bell

\$4.00 awarded to Daniel Clark

An Award by the Andover Consumers Co-operative, Inc., to the girl in the Senior Class who has shown the greatest improvement in Home Economics.

\$25.00 awarded to Donna Pepin

An Award for Excellence in Latin to honor a former teacher in the Andover High School, Miss Ida Grover, by a former student who prefers to remain unknown.

\$25.00 awarded to Anne Barker

The Conroy Prizes for the best extemporaneous essays by Seniors, given by the late Dr. Edward C. Conroy, former Chairman of the School Committee.

\$8.00 awarded to Leslie Schiller

\$4.00 awarded to Karen Mehanke

An Award given by a friend to the boy in the Senior Class who has shown the greatest improvement in Industrial Arts

\$25.00 awarded to Robert Johnson

Band Parents Association Prizes for Excellence in Band Music —

\$25.00 awarded to John Shea

\$25.00 awarded to Sandra West

\$25.00 awarded to Pamela Mitchell

\$25.00 awarded to Karen Mehanke

\$25.00 awarded to Nancy Burnham

\$25.00 awarded to John Adams

\$25.00 awarded to Richard Lussier

\$25.00 awarded to Thomas Deacon

Andover Teachers Association Prize for Excellence in Choral Music

\$5.00 awarded to Ronald Kearn

Andover Male Choir Prizes for Excellence in Choral Music

\$10.00 awarded to Christopher Street

\$10.00 awarded to Steven Kearn

Andover High School Music Department Prize for Excellence in Instrumental Music.

\$10.00 awarded to Gretchin Witman

Andover High School Music Department Prize for Excellence in Choral Music

\$10.00 awarded to Alan Mattheson

The Miriam Sweeney McArdle Music Award for the most outstanding musician in the graduating class.

\$10.00 awarded to Susan Fisk

The A Cappella Choir of Andover High School has decided to recognize one of its members with a special Award. \$100.00 is awarded to Patricia McDowell who has been selected, through competitive audition, to tour Europe this summer with the Concordia Youth Chorale

\$100.00 awarded to Patricia McDowell

Boosters' Club Awards in memory of James P. Christie and Charles O. McCullom

\$250.00 awarded to Barbara Dolan

\$250.00 awarded to Thomas Sirios

SCHOLARSHIPS

The Hinchcliffe Scholarship, through the Trustees of the Punchard Free School, awarded to a deserving student of the graduating class who has received a diploma and is anxious to pursue his studies in a higher institution of learning or in a professional school.

\$350.00 awarded to Leslie Schiller

\$350.00 awarded to Robert Hadam

The Draper, Bell, Chapin and Gutterson Scholarship, through the Trustees of the Punchard Free School, awarded to a deserving student of the graduating class who is anxious to pursue her studies in a higher institution of learning.

\$275.00 awarded to Sandra Churchill

The Andover Service Men's Fund Scholarship, awarded to a member of the graduating class whose father or mother served in any military unit, or who otherwise qualified.

\$200.00 awarded to Deborah Cole

\$200.00 awarded to Jane Stewart

\$200.00 awarded to Joan Crowley



\$200.00 awarded to Christine Urquhart

\$100.00 awarded to Diana Cannon

The Andover Boosters' Club Scholarships, awarded to five students, two boys and three girls, who have shown worthy qualities of leadership and character and a satisfactory academic record.

\$100.00 awarded to Carol Scott

\$100.00 awarded to John Adams

\$200.00 awarded to Barbara Dolan

\$200.00 awarded to Susan Battles

\$200.00 awarded to David Dearborn

The Varsity Club Charles A. Gregory Memorial Scholarship, awarded to a deserving member of the Varsity Club.

\$250.00 awarded to Thomas Sirios

The Shawsheen Village Women's Club Scholarships to two deserving high school seniors who plan to further their education.

\$200.00 awarded to Jeannie Lowe

\$200.00 awarded to Raymond Pucci

The Andover Education Association Memorial Scholarship in memory of Mervin E. Stevens, awarded to a graduating senior who is planning to further his or her education for a teaching career.

\$200.00 awarded to Mary Ellen Reardon

The Andover Education Association Memorial Scholarship in memory of Mary E. G. Burke, awarded to a graduating senior who is planning to further his or her education for a teaching career.

\$200.00 awarded to Anne Barker

The Andover Education Association Memorial Scholarship in memory of Bernard M. Kellmurray, awarded to a graduating senior who is planning to further his or her education for a teaching career.

\$200.00 awarded to Deborah Godin

The Nathan C. Hamblin Memorial Scholarship award, given by the Punchard High School Alumni Association, to be awarded by the Scholarship Committee, based on need, scholarship and school citizenship.

\$100.00 awarded to Jacqueline Penny

\$100.00 awarded to Gretchin Witman

The National Honor Society of Andover High School Scholarships.

\$100.00 awarded to Mary Moore

\$100.00 awarded to Karen Mahanke

The Andover Council of Knights of Columbus Scholarship, awarded to a boy who has shown achievement in scholarship.

\$100.00 awarded to John Adams

The November Club Esther B. Smith Art Scholarship Award for outstanding work in the Creative Art Course in Andover High School.

\$300.00 awarded to Steven Bailey

The Andona Society Scholarship, awarded to the Andover High School graduate who indicates a definite talent or ability, who shows financial need, and whose character, scholarship ability and grades indicate the desire and ability to further his or her education.

\$500.00 awarded to Thomas Deacon

\$500.00 awarded to Susan Fisk

The Andover Grange, Patrons of Husbandry, No. 183, Scholarship to a deserving graduate of An-

dover High School who is desirous of furthering his or her education in the following categories:

1. Agriculture or Home Economics
2. Nursing
3. Teaching

\$50.00 awarded to Carol Scott

The West Andover Community Association Scholarship, to be awarded to a boy or girl who shows qualities of leadership, ability or talent, and is in financial need to further his education.

\$550.00 awarded to Donald Dewhurst

\$550.00 awarded to Delora Newton

The Andover High School Service Club Scholarship, to be awarded to a deserving member of the graduating class, preference to be given to Service Club members.

\$100.00 awarded to Kathleen Scott

\$100.00 awarded to Barbara Poschen

The Andover High School Future Teachers of America Scholarship, to be awarded to a member of the graduating class who has intentions of entering the educational field.

\$100.00 awarded to Alice Pike

The Andover High School Student Council Scholarship to a boy or girl who has not only achieved a "B" average in academic subjects, but who has also had an excellent citizenship record.

\$150.00 awarded to Beverly Desmet

\$150.00 awarded to Deborah Godin

The Andover Male Choir Memorial Scholarship, to be awarded to a senior music student who will continue active participation in music as he furthers his education beyond high school.

\$100.00 awarded to Deborah Cole

The Avco Missile Systems Division Scholarship to be awarded to a graduating senior who desires to pursue a course of higher education in the technical sciences and who has demonstrated financial need and proven scholastical achievement.

\$250.00 awarded to Lynne Sabbagh

The Demoulas Foundation Scholarship to be awarded to a graduating senior who is planning to further his education, who has a high scholastic standing, and who shows financial need.

\$250.00 awarded to Christine Urquhart

The Kiwanis Club of Greater Lawrence Scholarship.

awarded to Joan Crowley

A Colby College Merit Scholarship under the National Merit Scholarship Program, awarded in recognition of outstanding performance and promise for future intellectual achievement.

awarded to Susan Cooper

AWARDS AT

FINAL 9th GRADE

ASSEMBLY

MEMORIAL AUDITORIUM

JUNE 2, 1967

HONOR AWARDS: Presented for outstanding academic achievement. In order to qualify for this award a boy or girl must be placed on the High Honors List for four terms. High Honors are awarded for all "A's" with one "B" permitted.

Kathleen Downs

David Johnson

Bonnie Doyle

Christine Palmer

Elizabeth Kyger

Joyce Milligan

PRINCIPAL'S AWARD: To that student, who, in the opinion of the Principal, as a result of personal contact and observation, is that type of individual who meets the highest personal standards set by the school.

Christine Palmer

David Johnson

V.F.W. POST 2128: Given to that girl and to that boy who have shown the highest qualities of loyalty and Americanism. Given in memory of PFC Alexander S. Waldie who died in World War II and in memory of all deceased members of the VFW Post.

With equal merit — Douglas Hamilton

Gary Mattheson

Betsy Kyger

D.A.R. MEDALS OF CITIZENSHIP:

Paul Howe

Kathleen Downs

JOHN GRECOE AWARD: For Athletics, Scholarship, Posture, Habits and Health

Elizabeth Hills

Donald Pattullo

EVELYN PARKER AWARD: For excellence in Mathematics.

David Johnson

CARL M. GAHAN AWARD: For excellence in Industrial Arts

Paul Hill

MIRIAM McARDLE AWARD: For excellence in Music

David Knipe

Joyce Milligan

